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What is the Matter with the Courts?

The chief justice of the Wisconsin Supreme Court, the president of the American Bar Association and other prominent members of the legal profession have sounded notes of alarm in connection with the denunciation of the courts on the stump and in the press. Never before was such a phenomenon witnessed; the American people are profoundly dissatisfied with the courts, and something is wrong. That something must be identified and corrected, or, in the words of moderate, judicious lawyers, even worse things than the recall of judges and popular referendums on constitutional decisions may come to pass.

At a lawyers' and judges' national conference held at Chicago one judge presented this list of popular grievances or bill of particulars against the state and federal courts:

Too much delay.

Too much expense.

Too much idolatry of ancient precedent, the more ancient the more sacred. If the ancient condition had long since passed the precedent should go with it.

Too many trials and appeals, to the disadvantage of the poor and the advantage of the rich.

Usurpation by courts of legislative right and power.

Too much regard for rule, too little regard for reason.

Too much jugglery with the technical pleader, too little justice for the client.

This indictment has been indorsed by lawyers, judges and newspapers all over the country. But it has been pointed out that, with the exception of the fifth count, relating to usurpation of power or hasty, improper, rash ju-

dicial nullification of laws, nothing in the list requires such radical remedies as the recall or a referendum on decisions. All the other complaints against "the law" have to do with delay, waste, expense, red tape, undue worship of precedent and form, technical juggling and quibbling, and abuses of appeal. Reform of court procedure and practice along bold, simple, reasonable lines—reform insuring prompt and businesslike trials, limitation of appeals, elimination of technicalities and subtle trifles—would satisfy the people and restore their confidence in the courts. The profession has been too indifferent and too conservative to undertake a thorough overhauling of court procedure, but since it is arousing itself and beginning to see danger in further apathy, action should not be long in coming. England has reformed her legal procedure; why should not the United States? The task may be difficult, but it is not superhuman. Legislatures can be induced to take their hands off and let judges adopt rules of procedure; judges can consult able and independent lawyers and men of expert knowledge; procedure can be made simple and reasonable without changes in constitutions.

But the question of judicial nullification of laws is a knotty one. Here radical remedies are proposed and fiercely denounced. Here the battle rages. Still, simple and sound remedies are not far to seek, according to some. Justice Laughlin of the New York Supreme Court recently discussed the question and advanced the following suggestions, referring particularly to the fact that in many cases one judge, by his vote for or against a particular view, decides the fate of a law:

In the circumstances I think it worthy of consideration as to whether a statutory enactment should be declared unconstitutional unless by a unanimous or a three-fourths vote of the members of the court. If that were the rule greater weight would attach to the decisions. The constitutions might be amended in this regard, and perhaps provision could be made for having constitutional questions certified at once, whenever they arise, to the highest court for immediate decision.

Mayor Gaynor of New York, a former judge, has argued that where a court is divided the very fact of such a division should forbid a decision annulling a statute as being unconstitutional, for it is a settled doctrine that statutes ought to be sustained where there is doubt as to their validity. Judges who find "doubts" in their own chamber, doubts expressed by their own colleagues, should, according to Mayor Gaynor, vote for a law in spite of their own opinion to the contrary. This is a striking thought and a striking contribution to the discussion.

It cannot be doubted that the whole controversy, while it has been unfortunate in some of its phases, will serve to restrain courts and check the dangerous tendency to annul legislation on fanciful, technical or dubious grounds. Fewer statutes will be "killed" henceforth, even if the laws and constitutions are not amended in the way suggested by Justice Laughlin. But reasonable amendment is almost a certainty in the near future.



The Latest Ideas in Constitution Making

Ohio is a middle western state not known as a hotbed of insurgency, yet her constitutional convention, in which the progressives and radicals had a safe majority, has adopted many features which are distinctly modern. The new Ohio constitution reflects the spirit of the period; it voices current thought and meets current need. No one can doubt that even ten years ago such a constitution would have been impossible in so central and "near-east" a state.

It provides for the initiative and referendum; it establishes new impeachment machinery for judges deemed unfit; it provides for laws for compulsory and universal compensation for industrial accidents regardless of responsibility; it imposes a rigorous merit system for the civil service; it simplifies and reforms judicial procedure and the administration of justice.

Since law reform is now a vital issue, it may be well to indicate what the Ohio constitutional convention, under the guidance of the lay delegates and one former judge, has done to eradicate the evils of the law's delays, red tape, expense and formalities. The changes chiefly are these:

One trial, and one appeal or review; cases that are not disposed of in the trial (or Common Pleas) courts will go to the Courts of Appeal, which are to have final jurisdiction of all cases except felonies or such as involve constitutional questions; even in felonies the Supreme Court can refuse to file appeals; review by the Appellate courts must be on transcripts only; jury verdicts are not to be set aside except by unanimous decisions as to the weight of the evidence; in civil cases verdicts may be rendered by three-fourths of the jury. The most radical provision relates to the judicial annulment of laws on constitutional grounds. Five of the six judges of the Supreme Court must concur to invalidate a law, except where the Court of Appeals has decided against it, in which case an ordinary majority of the Supreme Court judges will be sufficient.

With reference to industrial and labor legislation the new Ohio constitution is to be equally advanced. Recent events and controversies directly influenced the convention in framing the following comprehensive clause:

Laws may be passed fixing and regulating the hours of labor, establishing a minimum wage, and providing for the comfort, health, safety and general welfare of all employes; and no other provision of the Constitution shall impair or limit this power.

This provision applies to men as well as to women. It makes the legislature supreme as regards what is called labor legislation. Taken in connection with other labor clauses, and with the court clauses, it means that henceforth the fear of failing to pass judicial muster will count for little in the legislature or among social and industrial reformers of Ohio. Few laws will be annulled under the new organic charter by any of the judges. This may account for the rejection of the recall feature by the convention.

The Single Six-Year Presidential Term

The personal and unpleasant phases of the Roosevelt-Taft rivalry have had one important effect. They have revived and greatly stimulated the demand for a constitutional amendment expressly limiting the President to a single term, while lengthening the term to six years. Several presidents and other political leaders, as well as historians and teachers of political science, have from time to time advocated such an amendment, but the great public never before paid any attention to this question, treating it as academic and theoretical. The spectacle of the President and the former President touring many states, attacking each other, bandying epithets and insults, has served to arouse many to the practical importance of the change mentioned. Republicans, Democrats and independents alike, radicals and conservatives, have been urging it, and resolutions were offered in Congress proposing the amendment. Presidential advisory primaries are "coming" in every section, and they mean, among other things, campaigns of Presidents and ex-Presidents for second, third or even fourth terms. For, with all its advantages, the direct primary brings the new element of intra-party and inter-faction "stump" struggles for nominations. It means two long campaigns instead of one, and one of the campaigns must be fought out within the party fold. This often develops bitterness and passion, and forces governors and even the President to "take off their coats" and talk, plead, shout, and work for nominations.

Under these circumstances the dignity and prestige of the Presidential office would seem to require legislation removing either the necessity or the occasion for unseemly wrangling and personal campaigning. An amendment limiting any man to one term of six years in the White House would have that effect. Perhaps similar amendments are desirable to cover the case of state executives.

But the argument for the reform in question is not

based merely on considerations relating to dignity, prestige, propriety in high office. There are deeper and better reasons for making the change. Andrew Jackson thought that a single term without re-election for a President under any circumstances would add another safeguard to our liberties. Second terms are not now feared as threats to our liberties; whether third or fourth terms are a menace and danger is a matter upon which opinion differs. But what is undeniable and clear is that second and third terms are incompatible with efficient and single-minded public service. The best of men cannot be exposed to constant temptation. The temptation of incumbents to use patronage, to build or strengthen machines, to "mend fences," to make sure of delegates, to control conventions, is too strong to be resisted in most cases.

Nor is this all. Men in office who are candidates for second or third terms may, and generally do, consider bills and policies from the political or personal point of view. Some do it unconsciously, but all do it more or less. The incumbent who is not and cannot be a candidate again for the same office is free to deal with public matters on their merits, to use his independent and sincere judgment, to make the public good his sole test or concern. This would be an enormous gain to good government and to "the rule of the people."

The more the question is studied the more vital and progressive the single-term idea is seen to be. There is not the least danger that the supply of presidential "timber" will ever be so restricted that second or third terms will be necessary. No man or set of men is really indispensable to an age or generation or nation. Any vigorous, sound body politic contains many men and women who are fit to do the work of the day. To dip into the great mass of citizens and select administrators and servants with an eye to results, without overestimating any individual or underestimating the virtue and intelligence of his equals, is not always an

easy task. But stable and prosperous democracies must endeavor to do this very thing. The single six-year presidential term idea is consonant with the warnings of history and with common sense.



Direct Election of Senators

Congress has at last voted to submit to the legislatures of the states an amendment to the Constitution changing the mode of electing federal senators—that is, providing that the voters shall directly elect senators as they do governors or members of the national House.

For several decades the wisdom of such an amendment has been under discussion in the press and in legislatures. For some years the demand for it has been great, general and irresistible. The Senate found that it could not stand in the way of reform much longer. If it had not yielded and acted favorably, the legislatures, by their resolutions, would within another year or two, force a submission of the amendment. The chronology of the movement is given in the *New York Times*, as follows:

The first Congressional resolution, calling for direct election of Senators was offered in 1826. Up to 1911 attempts to amend the Constitution to provide a uniform system of popular Senatorial election failed through the steady refusal of the Senate to pass a resolution submitting such an amendment to the states. The House had passed resolutions proposing such an amendment on July 1, 1894, May 11, 1898, April 13, 1900, and February 13, 1902. In each case the Senate refused to concur. In the Sixty-first Congress, Senators Borah and Bristow forced the question to the front. On January 11, 1911, Senator Borah was directed by the Senate Judiciary Committee to report his resolution.

The final difficulty and obstacle was a dispute as to the "control" of the time and place and manner of the election of senators. There were many Democrats in Congress, and especially in the House, who insisted on giving this control to the states. The Republicans generally supported the so-called "Bristow amendment" which left such control with Congress, where it now is and has been. The controversy over this minor and incidental issue was largely "political,"

but it threatened to cause further delay. The Democrats, realizing the popularity of the proposed reform, wisely receded from their position and accepted the Bristow amendment, which is entirely harmless and theoretical. Congress has not interfered and will not interfere with the states, except in emergencies. They will elect their senators without "federal dictation."

The submission of the direct-election amendment finds most of the states already "converted." Not a few of them have been on the point of making similar indirect provision for popular election or selection of senators. The Constitution has simply been "evaded" in this direction, and nothing would have been gained for "conservatism" by failing to recognize the inevitable. The amendment will doubtless be ratified within two years. Some southern legislators may reject it, but it will have the approval of more than the requisite three-fourths of the legislatures.

What are the benefits of the reform? It will do away with deadlocks, scandals, the purchase of senatorships. It will free the legislatures and give them more time and opportunity to transact business. It will eliminate bi-partisan intrigues. It will make for greater efficiency and responsibility in state government. As to its effect on the Senate, it cannot be affirmed that the fittest and best men will always be elected to sit in that chamber—for we know that the governors, mayors and representatives are not always the fittest and best—but it is certain that the Senate as a whole will be more responsive and progressive. It will not, however, be "another House." The essential intent of the Fathers has not been violated or disregarded. The six-year term of senators, the equality of state representation in the chamber, the smallness of the body and the special powers enjoyed by it in the matter of treaties and appointments, will together continue to make the Senate a very different chamber from the larger and shorter-lived body. It will, however, be more amenable and responsible to the voters, and it will gradually

become more efficient and modern. Its rules will be revised, and the features of "exclusive clubdom" will be dropped one by one.



The Pulitzer School of Journalism

Columbia University has definitely announced the opening of the School of Journalism provided for and handsomely endowed by the late Joseph Pulitzer, one of the greatest "born" journalists of his time. The director of the school and his assistant are experienced and able newspaper men, and the published curriculum indicates that very considerable time and attention will be devoted to "laboratory teaching," so-called, or the practical work of journalism and magazine editing and writing. Reporters, correspondents, editorial writers, critics, reviewers, special contributors, headline makers and others will be trained by the school as far as any school can train men and women for such work.

But the school and its staff realize that the good journalist, like the good poet or actor, is not made. Natural qualifications and gifts are essential to him—as they are to the really successful practitioner of any profession or art. But if a school cannot give capacity, it can foster and develop it. Moreover, it can give useful knowledge and a valuable grasp of method. It can make the brilliant journalist a well-educated journalist as well. Certainly a newspaper or magazine writer, or editor, is not "spoiled" by scientific, literary and historical knowledge, by culture, perspective, breadth. The School of Journalism will teach elementary history, political science, economics, civics, languages, etc. It will establish higher courses in these and other branches and have lectures on the fine arts as well.

Journalism is to be treated as one of the liberal professions. The graduate who notwithstanding his training fails in his chosen sphere will not lose the time consumed

by his training. His studies will have fitted him for other professions to a certain extent, will have given him assets valuable in any calling or pursuit. It is noteworthy that while a few years ago sneers and doubts at the expense of schools of journalism were very common in the daily press, today no newspaper of standing rails at the Columbia School of Journalism or questions its utility or desirability. The old type of journalist is passing away; the new type, according to keen and progressive observers, has more social spirit and a higher idea of the functions and mission of the press. And this is taking place in spite of untoward and unfortunate tendencies in journalism, such as the reduction in the price of newspapers below the profit line, the growing dependence on the advertiser, the purchase of papers by capitalists who have ulterior purposes and merely "use" the press, the coloring of news, etc. These evils were recently discussed at a conference held at the University of Wisconsin, but while the press at that conference was subjected to much criticism, there was free recognition of its advance along many lines. The partisan organ is dying; the reform movements of the day have plenty of support and more publicity through the press; sensationalism is curing or defeating itself. The better elements of the reading public can raise the standards of the press by insisting more on fairness and truth, and by frowning on distortion and misrepresentation. The press is largely what society makes it or permits it to become.



New Coins for the United States

The bill passed by the House of Representatives for the coining of three-cent and one-half cent pieces may seem a small legislative item, but it has very considerable significance. It marks the beginning of a new period—a period of small economies, thrift and "hard pan." Conditions are changing, and we cannot afford to be lavish and extrava-

gant, as in former days. Even in the far West the five-cent piece is no longer the lowest coin in circulation.

The high cost of living, the new immigration, the three-cent street car fare, the one-cent daily newspapers, are among the factors named in explaining the bill. The Secretary of the Treasury, Mr. MacVeagh, distinctly favored even the half-cent coin, on the frank ground that "it is desirable that the public shall have the use of as many denominations as are needed to serve best its convenience." People who come to us from Germany, Italy, Russia, and Austria think in terms of very small coins, and expect small change. Such change, it is thought, will have a psychological effect on others in encouraging saving. Aside from this, many things for which one pays thirteen cents or "two for a quarter," would sell for twelve and one-half cents were there a half-cent coin available.

All these facts are to be credited with some weight. The general fact, however, is that above mentioned, that even Americans must now think seriously of the question of economy in their daily purchases, of economy in the kitchen and in incidental personal expenditures. The shoe is pinching; wages and salaries are rising, but not at the rate prices of necessities are rising, and not without strikes, friction, unrest. Americans must think seriously of co-operative buying, of co-operative marketing and selling, of the various European devices, great and petty, which old-world conditions of living long ago forced on the populations of the continental countries and even of England.



"The New Immigrants" Again

In the last decade the subject of immigration—or further restriction of it—has repeatedly claimed attention. Many writers have from time to time pointed with alarm to the change in the sources and character of our immigration. It is no longer Britain, Germany, Scandinavia that

supply the bulk of the newcomers; were that the case, it is openly said or at least plainly hinted at, all would be well, and there would be slight need of rigorous measures of exclusion or regulation. But our immigrants are now mostly inferior stock from the South and East of Europe. We get chiefly Italians, Greeks, Hungarians, Austrians, Russians, Jews, Poles. Many of these are illiterate or incapable, or both, and many are vicious. Hence the flood must be checked, or our standards of living, thinking and acting will decline and suffer.

There are those who regard this attitude as "Know-Nothingism" and bigotry, and who say that when Irish and German immigration was heavy alarmist talk was heard about the character of the human stream. Much of the hue and cry, we are told, is insincere and ignorant, for the new immigrants are as good material as the old, and our schools and institutions will assimilate them as they did their predecessors. Is corruption confined to "foreign" voters? What of the Ohio and Illinois bribery scandals and wholesale frauds?

This controversy rages now and will be revived more than once. There is room for honest difference of opinion as to the need of further restriction of any kind of immigration. Denunciation of races and nationalities, however, is generally inspired by prejudice and provincialism, and legislators cannot permit themselves to be influenced by it. The real questions are these: Have we too many unemployed laborers, especially of the unskilled classes? Are wages being lowered by immigration? Are conditions of work less healthy and normal than they would be were immigration lighter? Have we as much room for newcomers as we formerly had? Has the time come to call a halt? If so, what form of restriction, what test, shall we adopt? Shall we exclude illiterates in order to reduce the volume? Shall we prohibit all immigration for a period of years? Or shall we keep the gates open and do more along the lines of

better distribution of immigrants, of job-finding and assimilation?

Leaving these questions for further discussion, we may give one or two tables, based on census data, illustrating the "changes" above spoken of—the rise of this and the fall of the other immigrant tide, the gains and losses by various foreign elements, in the decade 1900-1910:

For New York City the figures are:

Country	1910	1900	Increases
Total foreign-born white.....	1,927,713	1,260,918	666,795
Austria	193,203	90,476	102,727
England	78,119	68,721	9,398
Hungary	73,336	31,516	41,820
Russian	483,580	180,428	303,152
Scotland	23,098	19,827	3,271
Italy	340,524	145,429	195,095
			Decreases
Ireland	252,528	275,073	22,545
Germany	279,242	324,198	44,956

For Chicago the following table has been worked out:

Country of birth	Number		Per cent of city's pop.	
	1910	1900	1910	1900
Austria	133,201	57,676	6.0	3.4
Canada	30,865	34,476	1.4	2.0
England	27,890	29,286	1.3	1.7
Germany	181,987	203,728	8.3	12.0
Holland	9,632	18,555	0.4	1.1
Hungary	27,496	4,946	1.3	0.3
Ireland	65,922	73,908	3.0	4.4
Italy	45,111	16,006	2.0	0.9
Norway	24,170	22,011	1.1	1.3
Russia	122,035	39,204	5.6	2.3
Sweden	63,035	48,831	2.9	2.9
All other foreign	49,873	36,793	2.3	2.1
All foreign born.....	781,217	585,420	35.7	34.4
All native born	1,404,066	1,113,155	64.3	65.6

The Pay of Ministers and Teachers

In a recent report Dr. Claxton, federal commissioner of education, shows that the average annual salary of the public school teacher in the United States is less than \$500. This average covers high school teachers. In eight states the average salary is less than \$300, and in two less than

\$250. The commissioner says in very mild and moderate language: "For salaries like these it is clearly impossible to hire the services of men and women of good native ability, and sufficient scholarship, training and experience to enable them to do satisfactory work."

What actually happens? The more capable and progressive teachers leave the public service. The average time of service, it seems, is about four years. The great majority of the teachers are young, inexperienced and poorly educated; 50 per cent of them are under the age of twenty. In the country schools, especially, very young women, graduates of high schools, do the teaching, and they escape as soon as they can—generally by marrying.

It is true, no doubt, that the low pay is largely due to the fact that so many of them are young girls who expect to marry and do marry, and to the fact that the training for country teaching, and even for teaching in many town and city schools is short and superficial. But there is the other side of the picture. The low pay becomes a cause of poor training, indifference, discontent and determination to find some more remunerative calling. And since Americans are enthusiastic over and proud of their educational ideas and practice, it seems strange that we should underpay and "sweat" our teachers. Perhaps one explanation is that enormous aggregates are already being appropriated for public education and that we "cannot afford" to pay higher salaries. If so, the question is whether the scores of millions expended annually are economically and intelligently used. Is there waste? Is there maladjustment? Can money be saved in some directions and put into the teachers' wage fund? Certain it is that the teachers must get more pay and that the average country or small town school needs higher standards.

Several bishops in Chicago, New York, and elsewhere have revived the question of the small pay of ministers of the gospel. The average salary is only \$700, not a "living

wage" in these days. Consecration is properly required of the man whose free choice is the ministry, and it would be a mistake to attract, by large salaries, insincere and shallow men into the church. But it is one thing to advocate plain living and high thinking for ministers, and another to pay them starvation salaries, or salaries which preclude a decent, dignified, reasonably comfortable standard of living. A Chicago bishop suggests a minimum of \$1,000 for single men and \$1,200 for married men in the ministry. Other clergymen think these amounts insufficient and would add \$500 to the specified minima. Here there is room for argument, but, as in the case of the teachers, the inconsistency and injustice involved in present ministers' salaries are glaring. There may be too many churches in small communities and too many divided and doubtful activities. Economy and scientific management in the church would begin by fixing a living and respectable salary for the ministers.



The Elimination of "Phossy Jaw"

At last, after a long campaign, Congress has passed the bill to prohibit, or render impossible, the use of white or poisonous phosphorus in the manufacture of matches. There is a harmless form of phosphorus that has been used in the old world and which the Diamond Match Company had the right of exclusive use. But that company was induced to waive its patent monopoly and to empower its competitors to use that product. Only two difficulties remained—the cheapness of the poisonous phosphorus, and the impossibility of securing agreement among manufacturers. Legislation became necessary, but Congress found insuperable difficulties in the way of direct prohibition. The states might have passed statutes prohibiting the manufacture of matches causing "phossy jaw"—or a terrible and disfiguring disease of the jaw bone—but states are slow to act and there are too many of them in the Union to admit of concerted uniform legislation.

The solution was found in a prohibitive internal-revenue tax on the white phosphorus or "strike anywhere" match—the tax being two cents on the hundred. This drives the match in question out of existence. The tax was attacked by some conservative senators as unconstitutional, as a deliberate abuse of the taxing power for purposes foreign to revenue. Many recognized that there was truth in the criticisms, but argued that in a matter so urgent and essential the irregular use of the taxing power might be overlooked. This view prevailed—fortunately. Phossy jaw has long since been banished from Europe, and it would have been a disgrace to the United States had technical constitutional points and niceties "protected" it here for an indefinite number of years or decades.

Victims of "phossy jaw" had to be brought to Washington and produced before congressional committees to overcome indifference or flippancy in some quarters. The press was on the side of the bill and dealt severely with the quibbling legislators. The enactment of the bill must largely be attributed to the influence of the press and of the national committee for the study and promotion of labor legislation.



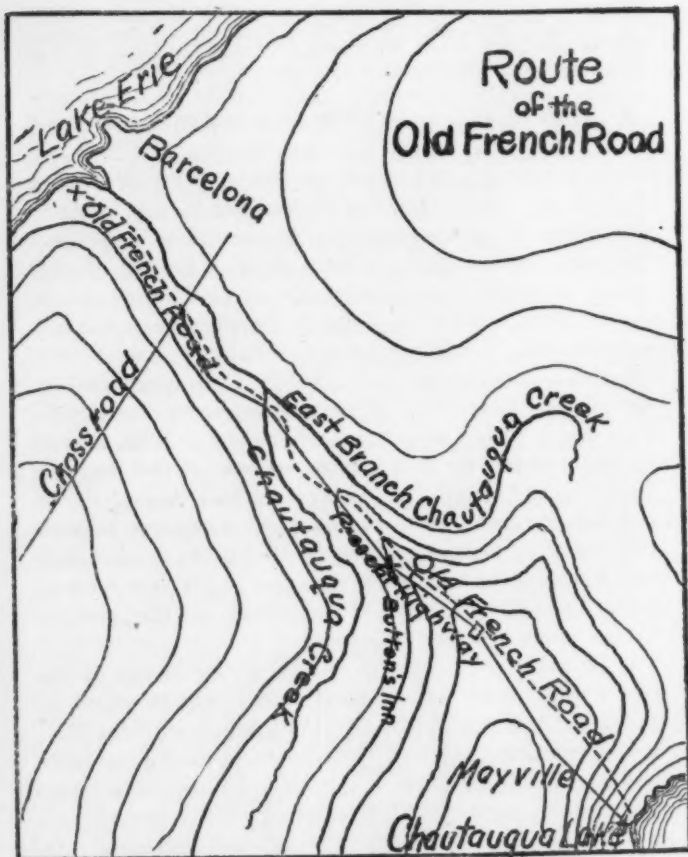
The Old French Road

By Obed Edson

Historian. Author of "The Eries," "The Fish that Gave Us the Name Chautauqua," "Pioneers of Chautauqua Lake," "Chautauqua Lake in the Revolution," in previous issues of THE CHAUTAUQUAN Magazine.

AS LATE as the year 1800, an unbroken forest spread over Chautauqua County. No traveled way led through it, except such as had been made by the moccasined foot of the Indian; but deep in the woods, not far from the village of Barcelona, began the traces of a roadway that had been made by white men long before. It extended southerly on the west side of Chautauqua Creek, passed through the present site of the village of Westfield, over the hills near where once was Button's Inn, and terminated at Chautauqua Lake, within the present limits of the village of Mayville. When the first settlers came, this road was plainly marked; here and there was an ancient dugway, or the relics of an old causeway. A straggling line of second growth trees that grew where the underwood had been cut away, and a narrow strip of sky seen between the tree tops, marked the course of this old road. Long had it been given over to the deer and rabbit as a runway, where the wild turkey stalked unmolested, and the partridge led her young in safety.

To explorers, and early settlers, it was known as the Old French Road. So Judge William Peacock called it. Judge Peacock was in his early life a surveyor of the Holland Land Company, and for many years during the early settlement of Chautauqua County its agent and superintendent for the sale of its lands there. He of all persons had the best knowledge of its early history and geography. In 1872, when his mind was clear and his health better than usual, at his dwelling house in Mayville in the presence of his friend Judge Osborn, he gave the writer of this article



the following account of his first journey to Chautauqua Lake.

JUDGE PEACOCK'S STATEMENT

"I first saw the Old French Portage Road in 1799. I was then a young man, and wanted to see the country. I came to Buffalo. A Seneca Indian ferried me over Buffalo Creek. I hired this Indian to go with me. He could talk a little English and I could talk a little in the Seneca tongue. He went on foot and I rode on horseback. He was a very good Indian. We went from Buffalo to the site of Westfield; this was in the month of July, 1799. There was nothing but an Indian path from Buffalo to Westfield. This path crossed the creek at Westfield, a little below the bridge. We took this Indian path to the Old French Road.

"The Old French Road commenced on the west side of the Chautauqua Creek, at its mouth opposite Barcelona. At this end of the Old French Road, a stone mason work was erected, and laid in mud or mortar. It was three or four feet high, circular, three or four feet across, with a circular hole in the top for a kettle; there was no kettle there; a fire could be built in this mason work. It was built evidently for cooking purposes. I, and the Indian, followed the Old Portage Road from the mouth of Chautauqua Creek, to Chautauqua Lake. From the mouth of Chautauqua Creek, it passed up on the west side of the creek, about three miles to where the road to Mayville from Westfield now crosses the creek. Here I saw dugways upon both sides of the creek. It then meandered along over bad ground to the dividing ridge; then turned to the right to the Chautauqua Creek and then to the left, to this side of the Mountain House (Button's Inn), where we came to an old log causeway, over a bad piece of the ground, about a mile this side of the Mountain House. The present road is pretty much over this old log causeway. The Old Portage Road then kept on over bayous and swamps, although no other causeway had been built over these places, bearing a little to the east of the present road. Here in Mayville the road passed about seventy rods easterly from my dwelling house and so on easterly to Main Street through Mayville, terminating at the foot of Main Street. At the termination of the road at Chautauqua Lake, there was another pile of stone erected for cooking purposes, precisely like that at the mouth of Chautauqua Creek, and of the same kind of stone. No trees that I saw had been cut upon the Portage Road except at this causeway. Underbrush had been cut some. The road had not been cut out very extensively. It appeared as if wagons and cannon had passed over it. Work had been expended in making these small dugways above mentioned about three miles from Barcelona."

Judge Peacock was the first pioneer to describe this road. Without records to advise him, he ascribed its construction to the French. The road itself told him its story. Its appearance indicated that it was the work of white men.

too ancient to have been that of the English, or of the pioneers of the county. More than a century before the journey of Judge Peacock, the French had established posts and trading places around the Great Lakes. They had long been accustomed to visit western New York and Pennsylvania, had explored the streams and journeyed upon the Indian trails there, and had left many evidences of their early presence: beads of glass, French axes and other iron implements. At an early day, not far from the shore of Chautauqua Lake, a settler discovered an ancient musket with a rusty barrel and a rotten stock. In a mound, not far away were found two long steel knives, one bearing the stamp "*Sabatier Rue St Honore 31*" and the figure of a hand partly encircled by a legend, indistinct from rust.*

JAMES MCMAHAN

First, and most prominent among the early settlers of the county, and of the regions of the Old French Road was James McMahan. In 1793, but forty years after its construction, he was a surveyor in the forests of Northwestern Pennsylvania. While so engaged, he did not see the face of a white man, except those of his own party. One of his chain bearers was killed and scalped by the Indians, on the bank of the Brokenstraw. In 1795, he traversed the wilderness of Chautauqua County; and in 1802, he built a log house, and began its first permanent settlement. That same year, near by, and on his land, the McHenry log tavern was built. It was located where the French road was crossed by the broad and well worn Indian trail, once used by the Eries. The crossing of these two old ways, gave the place the name "Cross Roads." The locality is now within the limits of the village of Westfield. Dr. Horace C. Taylor, nine years president

*The first notice that we have of the oil springs, is contained in a letter written by the French Franciscan Missionary *Joseph de la Roche d'Allion*, in 1629. He gives the Indian name of the place which he explains to mean, "There is plenty here." In view of the vast wealth that has been extracted from the earth in this region, the name would seem to have been prophetic. His letter was printed in Sagard's "*Histoire du Canada*." Peter Kalm, in his "Travels in North America," published in 1772, refers to the oil springs, and on a map in his book, their exact location is given.

of the Chautauqua County Historical Society, was personally acquainted with McMahan, and gave him as authority that the road was the work of the French.

COL. WILLIAM BELL'S STATEMENT

Arthur Bell and his son Colonel William Bell, were among the very earliest and most intelligent of the settlers in the vicinity of this French road. They came to the Cross Roads in 1802. Colonel William Bell, March 29, 1872, wrote Hon. E. T. Foot as follows:

"In answer to your letter, inquiring about the route of the Old French Road from Lake Erie to Chautauqua, I will say In 1802, there were the remains of a stone chimney standing near the shore of Lake Erie, a little west of the mouth of Chautauqua Creek, that was said to have been built by the French. A road was cut out from that point on Lake Erie, crossing the present Erie road near the old McHenry tavern, where the historical monument now stands, and crossing the west branch of Chautauqua Creek, about one hundred rods above where the woolen factory of Lester Stone now stands, and from there, to a point near the former residence of Gervis Foot, or late residence of Mrs. Rumsey, and from there to Chautauqua Lake, on, or near the line of the present traveled road. I remember very well when I was quite a young lad, of driving a team to draw salt* over this Old French Road from Lake Erie to Chautauqua Lake; from the appearance of the road, it must have been cut out a good many years before I passed over it."

Limited space precludes further pioneer evidence of the antiquity and authorship of this old roadway. Hon. E. T. Foot, the early historian of the county, after an investigation of the facts known in his time, gave to the French the credit of constructing it.** His was the belief of his contemporaries who were the early settlers of the county, and who

*In 1796, salt was first transported from the salt springs of Onondaga, New York, to Lake Erie, and along the southern shore to Presque Isle, now Erie; thence to Pittsburgh. As early as 1802, it was carried by the same route as far as the mouth of Chautauqua Creek; then over the Old French Road and a shorter branch of road constructed later parallel with it on the East side of the Chautauqua Creek, and thence down the river in Durham boats to Pittsburgh. Over these various routes, 4,000 or 5,000 barrels of salt, in some of the years previous to 1812, were taken to Pittsburgh and other southern markets. The last war with England brought an end to this commerce.

This old French road was also used in early years for the transportation of other merchandise and for some other purposes, and came to be called the Portage Road. The coming of the early pioneers and their families to the country was often made over this old highway, and was remembered as a notable event in their lives.

**See Young's History of Chautauqua County, pages 116-117; also 38-39.

may have based their opinions upon facts then known to them; the knowledge of which may have since been lost. James McMahan and others, who previously had been residents or sojourners in Northwestern Pennsylvania, probably knew white men and Indians acquainted with, or participants in the construction of the road, and thus gained some knowledge of its history. Later researches and documents since made public, leave no doubt as to who were its builders, or of the date and occasion of its construction, and incidentally reveal facts that are not merely of local interest, but of general historic value.

FRENCH AND ENGLISH CLAIMS TO THE MISSISSIPPI VALLEY

The English had long claimed all the continent westward to the Pacific, by virtue of voyages made along the Atlantic coast, more than two centuries before the building of this road; although only a narrow strip of the East side of the continent had been colonized by them. The French had also long before made voyages of discovery to North America, had early explored the valley of the Mississippi, and at the suggestion of LaSalle they had established numerous military and trading posts, extending from the frontiers of Canada to New Orleans, and accordingly claimed the right to that great valley. Neither the French nor the English paid the least respect to the rights of the Indians, although they were its original occupants, had made their homes there, and had hunted the deer and the elk in its forests and the buffalo on its plains, long before the white man had even discovered the continent.

Not however until 1749, did the French attempt to define by an official act, the eastern limit of their claim to the Mississippi Valley. This was made when Captain Bienville de Celoron, and his command, that year entered that great valley, at the head of Chautauqua Lake; passed over its waters and outlet and descended the Allegany and Ohio rivers, first burying a leaden plate, in token of their

right at Warren, Pennsylvania. This voyage of de Celoron was the first of a series of events that soon followed and that immediately led to the French and Indian war, which occurred in the reign of George the Second of England. The first inimical act of the French may be said to have occurred when de Celoron embarked his force at the head of Chautauqua Lake but a few miles from the present site of Chautauqua Institution, and there first made an entrance into the valley of the Mississippi.

To further establish the claim of the French, Duquesne, the Governor of Canada, in the spring of 1753, three years after de Celoron landed at Barcelona, dispatched a force for the first time to occupy and build necessary forts in the valley of the Allegany. Of this armament, Parkman says: "The vanguard of the expedition sent by Duquesne to occupy the Ohio, landed at Presque Isle, where Erie now stands. This route to the Ohio, far better than that which Celoron followed, was a *new discovery* to the French." Parkman omits to mention that the vanguard of this expedition, while on its way, landed at Barcelona; and there commenced the construction of a fort, which work was soon abandoned and later, the same year, the French cut out a primitive road from that place to the head of Chautauqua Lake; used afterwards to some extent in their early expeditions down the Allegany. He perhaps did not regard these facts as essential to so comprehensive a history of the Old French and Indian war as his was to be. It is the purpose of this article to supply this missing history.

DUQUESNE'S LETTER TO M. DE ROUVILLE

The authority for Parkman's statement, that the route by Presque Isle *was a new discovery*, is contained in a letter from Duquesne to the French Minister of Marine and Colonies, M. de Rouville of Paris, dated August 20, 1753, written after the expedition had reached Presque Isle. The letter begins as follows:

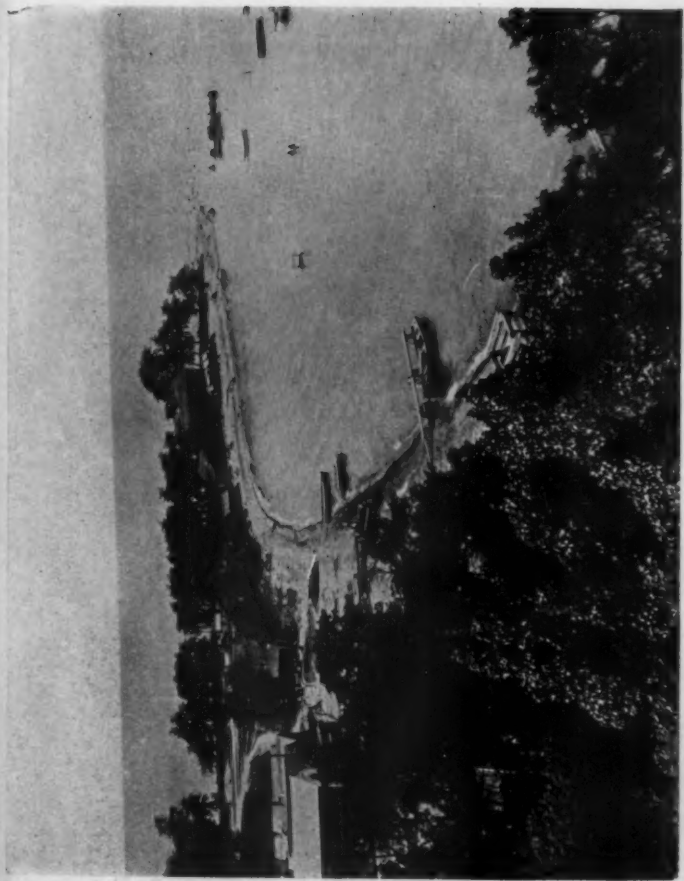
"My Lord, I have the honor to inform you that *I have been obliged to alter the arrangement I had made, whereof I rendered an account last fall. You will see my Lord, by the extract of the journals hereto annexed, the reasons which compelled me to reduce to almost one half the vanguard, that I informed you consisted of 400 men, and those that determined me to prefer landing the troops at the harbor of Presque Isle on Lake Erie, which I very fortunately discovered instead of Chataconit (Chautauqua Creek) where I informed you I would begin my posts. This discovery is much more propitious, as it is a harbor which the largest barks can enter loaded and be in perfect safety.*"*

It is evident by this extract from his letter that Duquesne had at first regarded the carrying place between the mouth of the Chautauqua Creek in Chautauqua County, New York, which he called Chataconit, and the head of Chautauqua Lake, as the only practical route and carrying place between Lake Erie and the Ohio. The Indians of Canada had used it for time immemorial, in communicating with the Indians of the Iroquois nations. The French traders and explorers had also used it in passing from Lake Erie to the waters of the Allegany; but he chiefly so regarded it, because de Celoron and his command had used it three years before, on his mission to the Valley of the Mississippi. Duquesne undoubtedly at first believed it to be the only feasible route, and altered his plan after the army he had sent was long on its way and had arrived at the mouth of the Chautauqua Creek.

STEPHEN COFFEN'S DEPOSITION

The reasons for the change made in Duquesne's plans, by which it was decided to land, and build a fort at Presque Isle, instead of Chataconit; what occurred at the time and afterwards, are told apparently truthfully, by Stephen Coffen. Coffen was taken prisoner by the French and Indians in 1747, at Minas, in Nova Scotia, and detained in Lower Canada until January, 1752; when he was allowed to join the French in their western expedition to the Ohio. On his return with the French forces to Canada, in the fall

*For Duquesne's letter in full, see Vol. 10, Colonial Documents of New York, and Young's History of Chautauqua County, New York, page 41.



Barcelona Harbor and Fishing Village on Lake Erie, formerly the Point of Landing for the Chautauqua Portage—the Old French Road



Mouth of Chautauqua Creek, looking out to Lake Erie. Terminus
of the Old French Road



Foot of Erie Street, Mayville, looking toward Chautauqua Lake.
Terminus of the Old French Road



"Button's Inn," on the Old French Road
 Scene of Judge Tourgee's Famous Chautauqua County Romance
 of the same name



Present Site of Button's Inn



Indian Trail in the Hills of the Chautauqua-Lake Erie Divide





of 1753, their troops became fatigued from rowing all night upon Lake Ontario, and were landed within a mile from the mouth of the Oswego for breakfast, when Coffen, and a Frenchman escaped to the English fort at Oswego. Coffen gave an account of the occurrences of this expedition, in an affidavit dated January 10, 1754, made before Sir William Johnson, in which he stated that the French detachment to which he was attached, consisted of three hundred men, commanded by M. Babeer, as the name was written. The detachment set off from Fort Niagara, as the deposition then continues:

"by water, being April, and arrived at Chadakoin (the mouth of Chautauqua Creek), on Lake Erie, where they were ordered to fell timber, and prepare it for building a fort there, according to the Governor's instructions,* but M. Morang (Marin) coming up with 500 men and 20 Indians, put a stop to the erecting of a fort at that place, by reason of his not liking the situation; and the river of the Chadakoin being too shallow to carry any craft with provisions, etc., to Belle River.

"The deponent says there arose a warm debate between Messrs. Babeer and Morang thereon: he first insisted on building a fort there, agreeable to his instructions, otherwise on Morang's giving him an instrument in writing, to satisfy him on that point, which he did, and then ordered M. Mercier; who was both commissary and engineer, to go along said lake, and look for a good situation, which he found and returned in three days, it being fifteen leagues to the S.W. of Chadakoin; they were all ordered to repair thither; when they arrived there were about 20 Indians fishing in the lake, who immediately quit it on seeing the French; they fell to work and built a square fort of Chestnut logs, squared and lapped over each other to the height of fifteen feet. It was about 120 feet square; a log house in each square; a gate to the southward, and another to the northward; not one port hole cut in any part of it. When finished, they called it Fort la Briske Isle, (now Erie, Pa.)."

The deposition then gave an account of the disaffection of the Indians towards the French, on account of Morang's dogged behavior and ill usage of them, and of their abandonment of them, and also an account of the cutting out of a

*Captain Benjamin Stoddart, May 15, 1753, wrote to Sir William Johnson from Oswego, informing him that thirty-odd French canoes passed there the day before: part of an army going to Belle River, to make good their claim there, and that a Frenchman, also on his way to Cajoeka, said among other things, that it was common report in Canada, that this army was to build forts, one at Ka-sa-no-tio-yo-go, a carrying place, and another at Diontarogo. Lieutenant Hitchen Holland, the same day, wrote to Gov. Clinton nearly to the same effect.

wagon road from Presque Isle to La Boeuf (now Waterford, Pa.), and a substantially correct account of other events that followed during the remainder of the summer of 1753.*

The deposition continues:

"The deponent further saith, that about eight days before he left fort Le Brisque Isle, Chev Le Crake arrived express from Canada, in a birch canoe worked by ten men, with orders (as deponent afterwards heard), from Le Cain to Morang, to make all preparation possible against the spring of the year, to build two forts at Chadakoin; one of them by Lake Erie, the other at the end of the carrying places at Lake Chadakoin, which carrying place is fifteen miles from one lake to the other. . . .

"M. Morang ordered all the party to return to Canada for the winter season, except three hundred men which he kept to garrison both forts (those in Pennsylvania), and prepare materials against the spring, for the building of other forts. . . .

"The deponent further saith, that on the 28th of October last, he set off for Canada, under the command of Capt. Deman, who had the command of 22 battoes with 20 men in each battoe; the remainder being 700 men followed in a few days, the 20th, arrived at Chadakoin where they staid four days, during which time, M. Pean with 200 men, cut a wagon road over the carrying place from Lake Erie to Lake Chadakoin, being fifteen miles, viewed the situation which proved to their liking, so set off Nov. 3, for Niagara where we arrived the 6th.

"The deponent further saith, that besides the 300 men, with which he went up under command of M. Babeer, and the 500 men Morang brought up afterwards, there came at different times, with stores, 700 more, which made in all 1,500 men, 300 of which remained to garrison the two forts; 50 at Niagara, the rest all returned to Canada, and talked of going up again this winter, so as to be there beginning of April."

We have given of Coffen's deposition only so much as strictly relates to the subject of our inquiry. For the full text of his deposition, see 6th Vol. of New York, Colonial Documents, pages 835, 836, 837. Also Edson's History of Chautauqua County, 1894, pages 90 to 93 inclusive. It would seem by this deposition that Coffen was present at Chadakoin when the road was cut out, and had personal knowledge of its construction.**

*An English spelling of French names was often attempted in letters and writings by the English. Parkman says that, "Marin, commander of the expedition, a gruff, choleric old man of sixty-three, but full of force and capacity, spared himself so little, that he was struck down by dysentery. He refused to be sent home to Montreal and was before long in a dying state." Vol. I, Montcalm and Wolfe, page 129.

**Michel Jean Hugues Pean, who had charge of the construction of the

The unsupported statement of an individual may be insufficient of itself to establish an historical fact; but when made by one who had opportunity to know and no motive to misrepresent, reasonable, coherent, consistent with itself and with other established facts, especially those that were unknown at the time to the person making the statement, it carries conviction of intrinsic truth. The truthfulness of Coffen's affidavit was confirmed, however, by other evidence recognized as sufficient by competent judges. Lieutenant Holland who commanded at Oswego, wrote to Lieutenant Gov. De Lancey, November 8, 1753, that:

"the greatest part of the French army that went up this summer to Ohio, from whom deserted two men and put themselves under my protection (and whom I now send down), the one, an Englishman from whom we learn that the French have been incapable of accomplishing their designs on the Ohio, by means of Indians, but threaten a second trial next year, they also inform us that the army had been very sickly and great numbers died with scurvy." See 6th Vol. New York Colonial Documents, page 825.

In a letter written by Lieutenant Governor De Lancey to the Lords of Trade, dated at New York, April 22, 1754; and found in the 6th Vol. New York Colonial Documents, at pages 833 and 834, he writes:

"The intelligence I sent your Lordship, from the officer at Oswego, was given by Stephen Coffen, the man whom Col. Johnson found working in the Mohawk Country, whose deposition he took, a copy of which I enclose. Whether his fears of the French, while at Oswego, made him conceal the truth, or whether the officer at Oswego was negligent in his examination, I know not; *but the truth of his deposition is fully confirmed by intelligence we have received several ways*; it was brought and delivered to me by Col. Johnson,

Old French Road, was a native of Canada; his father had been adjutant or town major of Quebec; a situation to which the son succeeded on the arrival of M. de Jorquire. His wife was young, spiritual, mild and obliging; and her conversation amusing; she succeeded in obtaining considerable influence over the interdent, M. Bigot, who went regularly to spend his evenings with her. She became at length the channel through which the public patronage flowed. Pean in a short time saw himself worth 50,000 crowns. Bigot, the Intendent, requiring a large supply of wheat, gave Bigot the contract and even advanced him money from the treasury, with which the wheat was bought. The Intendent next issued an ordinance fixing the price of wheat much higher than Pean purchased it. The latter, delivered it to the government at the price fixed in the ordinance, whereby he realized an immense profit; obtained a seignior and became wealthy. See collections of Quebec Literary and Historical Society (1838), page 68.

He was afterwards created a Knight of St. Louis. 1 Smith's Canada, page 221. Of Pean, Parkman says: "His private character there is little good to be said, but whose conduct as an officer was such, that Duquesne calls him a prodigy of talents, resources and zeal." 1 Vol. Montcalm and Wolfe, page 129.

the 18th of February last. I took care to have copies immediately sent to the Governor of Pennsylvania, Maryland and Virginia."

Coffen's affidavit was regarded at the time of great importance and materially affected the actions of the English.

The "intelligence" referred to in Lieut. Gov. De Lancey's letter to the Lords of Trade, as having been received in several ways, and that "fully confirmed" Coffen's affidavit, was probably partly furnished by a scouting party sent out in April, 1753, by Lieutenant Hitchen Holland, who commanded the English post at Oswego, on Lake Ontario, and is reported in the remarkable narrative of Samuel Shattuck.

SAMUEL SHATTUCK'S NARRATIVE

Shattuck was born in Deerfield, Franklin County, Massachusetts, September 18, 1741. He left his home in the company of some colonial officers when a mere lad. We next find him in the service of the English post at Fort Oswego, assigned to some duty, probably connected with the officers' quarters, suitable to his youthful years. In 1823, he emigrated with the family of his son, from near Toronto, Canada, where he was then residing, to the town of Portland, Chautauqua County. His grandson, Isaac Shattuck, then about fourteen years of age, came to Portland with the family. Dr. Horace C. Taylor, before mentioned, was his neighbor while he resided in Portland, and learned from him the incidents in the life of his grandfather, Samuel Shattuck. Dr. Taylor, in a pamphlet entitled the "Old Portage Road," states that Isaac Shattuck was a man of unquestioned integrity, as was his grandfather Samuel Shattuck, who was also a man of intelligence and honor. The substance of Samuel Shattuck's story is as follows:

When a mere lad, he accompanied an officer and five men, detailed by Lieutenant Hitchen Holland, in the month of April, 1753, to watch the French while they were engaged in this expedition. Shattuck and his party traversed the wilderness from Oswego to a point on Lake Erie, a

few miles from the Cattaraugus Creek, and soon after that, had the good fortune to witness the French flotilla bearing the forces of Babeer, (as it was written in Coffen's deposition), on their way westward. Lake Erie was then a sailless waste of waters, bordered on every side by a dense primeval forest. The scene, as witnessed from the depths of this great western wilderness, on that April afternoon, is described as beautiful and animated, as the fleet of barges and canoes rowed rapidly up the lake.

This scouting party continued to watch the French from the depths of the woods in Chautauqua County. They encamped on the banks of a stream, that Shattuck afterwards recognized to be the Canadaway, and the place of encampment in the forest, to have been a few miles west of Dunkirk. The next day, after some narrow escapes from the Indian allies of the French that were scattered through the woods, Shattuck and his party reached the Chautauqua Creek, where they discovered the French had landed, and were felling trees on its west side. Soon they saw a larger force of French arrive; undoubtedly the same that was commanded by Marin, who put a stop to the work, and embarked the whole force, and moved westward. For four months, the scouting party hovered near the French, cautiously watching them, while they were building forts at Erie, and on French Creek. The English party was all of this time obliged to conduct operations with the utmost caution, on account of the Indians skulking about the woods. Their escape from discovery and capture, was due to the experience of their leader, an old leather stocking and Indian fighter from Onondaga. They made use of the dark coverts of the forest for concealment while not watching the foe, and at no time used their firearms, but depended upon bows and arrows, traps and snares, to secure game for food.

In September, they returned to Oswego, and made a report of their operations. They were sent back to further

watch the proceedings of the French. This time, their course while in Chautauqua County, led along the crest of the ridge of highlands south of Lake Erie, where they could keep the lake in sight, and be free from danger from Indian scouting parties. When they arrived at Chautauqua Creek, near the south borders of the village of Westfield, they suddenly came upon the French engaged in rolling logs into the bottom of a deep gulf, and digging into the steep sides of the ravine for a road. The scouting party watched the completion of the road, which extended from Lake Erie to Chautauqua Lake. They witnessed also the embarkation of the French on Lake Erie on their return to Canada. This English scouting party then returned to Oswego.

Samuel Shattuck served afterwards, as an American soldier in the war of the Revolution. It is interesting to know that Chautauqua County was once the scene of such frontier events, and that an actual participant in them, at the time when the county was an unbroken wilderness, should seventy years later return with his kinsmen to the scene of his early experience in Indian warfare, and there, in a peaceful and settled neighborhood, in the midst of quiet surroundings, spend the closing years of his life. Shattuck died in 1827, and was buried in Evergreen Cemetery, in the town of Portland, Chautauqua County, New York.

Dr. Horace C. Taylor often listened to the recital of the incidents of his life, as told by his grandson, and other members of the family. Knowing them as he did, he had not the least doubt of the truth of his story. Neither Samuel Shattuck, nor his son Isaac nor Dr. Taylor, then had knowledge of Coffin's affidavit.

During the spring and summer of 1753, the French constructed a fort at Presque Isle, and cut a road through the woods to La Boeuf, now Waterford, Pennsylvania, where they had begun a fort. They had also planned another fort,

at the junction of French Creek and the Allegany, from whence the French officer Pean was to descend to the Ohio, with a strong force to coerce or influence the wavering Indians to join them against the English. The fort was not built, and Pean did not descend the river; for disease and death had invaded the ranks of the French, and Marin, their able commander, was so broken in health that he and the main body of the French were compelled late in the fall of 1753 to return for winter quarters to Canada, leaving only three hundred men to garrison Presque Isle and La Boeuf with Legardeur de Saint Pierre, an accomplished French officer, in command.

GEORGE WASHINGTON

Dinwiddie, governor of Virginia, having learned through Indians and traders, of the invasion by the French, promptly the same fall despatched George Washington, then but twenty-one years of age, to demand of their commander on the Ohio, "his reasons for invading the British Dominions while a solid peace subsisted." While on his way, Washington and his companions, camped on the bank of the Allegany where Pittsburgh now stands. He then noted the importance of the place as a site for a fortress and a city. Washington continued his journey and delivered his message to Saint Pierre, who courteously received him, but refused to discuss the question of the right of the French to occupy and build forts on the Ohio, declaring that he was there under the orders of his general, and that he should obey them. The interview occupied some three days. It took place, and Washington's important errand was performed, in December, 1753, at La Boeuf, in the forest of Western Pennsylvania, about twelve miles southwesterly from the town of French Creek in Chautauqua County; some thirty miles from the site of Chautauqua Institution; and about the same distance from the termination of this French Road at Chautauqua Lake.

THE OLD FRENCH ROAD

Marin, on his return to winter quarters in Canada, late in the fall of 1753, it is believed, detailed from his wearied army a force under the command of Pean, which cut out the road from Barcelona to Chautauqua Lake—the last act of the French in the Campaign of 1753. The construction of this road must have been with a definite purpose, and with an expectation of its immediate use; which would occur on the return of the army to the Allegany from Canada the following spring. This work was performed at nearly the same time that Washington was sent out on his long journey to carry Governor Dinwiddie's protest against acts of this kind by the French.

A difference of opinion undoubtedly existed among the French officers as to which was the better route to the Ohio country; that by the way of Presque Isle, with the hard row of twenty-five miles from Barcelona over the sometimes tempestuous waters of Lake Erie, in the canoes and frail boats of those days, and then over the long portage between Presque Isle and La Boeuf, and finally to the Allegany, by way of the scanty waters of French Creek; or the route that led by the way of Chataconit, where after the steep ascent of the hills to reach Mayville, it is over waters that flow in the direction their armaments would pursue in reaching their usual destination.

The fact that the streams flowing into the Allegany from Chautauqua Lake in summer and in the dry seasons were low and often difficult of navigation, as shown by the experience of de Celoron in his voyage to the Mississippi Valley five years before, rendered this route at such times quite difficult. But in the spring and in wet seasons when the waters were abundant they were sometimes used by the French and Indians. As the forests then preserved the waters from evaporation, less promising portages between Lake Erie and the Allegany were sometimes in use in wet

periods. A portage between the head waters of the Cone-wango and Cattaraugus Creeks was so used in former times.

POUCHOT

Pouchot, who was in command of the French at Fort Niagara when it was besieged and taken by the English in 1759, was familiar with the events and conditions in the western border. He wrote a history of the French and English war, in which he stated as follows:

"The river of Chatacoïn (Chautauqua Creek), is the first that communicates from Lake Erie to the Ohio; and it was by this that they (the French), went in early time, when they made a journey to that part. The navigation is always made in a canoe on account of the small amount of water in this river. It is only in fact when there is a freshet, that they can pass, and then with difficulty, which makes them prefer the navigation of the river Aux Boeuf, of which the entrepot is the fort of Presque Isle."—Pouchot's French and English Wars in North America, Vol. II, (Houghs' translation).

Sir William Johnson commanded the English at the siege of Fort Niagara, when it was surrendered by Pouchot. He had also a most extensive knowledge of the frontier. In 1761, eight years after the construction of the road in question, he made a voyage to Detroit to establish a treaty with the Ottawa Confederacy. The following is an extract from the journal of his returning voyage:

"Wednesday, October 1st, 1761. Embarked (at Presque Isle), at 7 o'clock, with wind strong ahead, continued so all the day, notwithstanding it improved all day, and got to *Jadaghue Creek and carrying place* which is a fine harbor, and encampment. *It is very dangerous from Presque Isle here*, being a prodigious steep rocky bank all the way, except two or three creeks and small beaches, where are very beautiful streams of water or springs, which tumble down the rocks. We came about forty miles this day. The fire was burning where Captain Cochran (the officer who commanded at Presque Isle), I suppose encamped last night. *Here the French had a baking place, and here they had meetings, and assembled the Indians, when first going to Ohio, and bought the place of them.*"

The baking places were undoubtedly the same referred to by Peacock and Bell in their narratives which heretofore have been mentioned.*

In the *Chautauqua Eagle* of August 3, 1819, a newspaper published in Mayville, Chautauqua County, it is

*See Kitchin's map; a copy of which appears in the June, 1911, number of THE CHAUTAUQUAN.

stated that that year persons employed in improving the harbor of Barcelona discovered, about six feet below the surface of the water, timbers evidently framed together long before and built up in the form of a pier.

That this portage and Chautauqua Lake were used by the French after they cut out the road in the fall of 1753 there is further evidence. When the pioneers John West and Philo Hopson came in 1810 to settle near the head of Chautauqua Lake, on the east side of the Inlet not far from Hartfield, a fourth of a mile above its mouth there were many hemlock stumps old and moss-covered, that bore the marks of the ax. The bodies of the trees that had grown above them had been removed, but the decaying relics of their tops remained. It was believed that they had been used to make pirogues or canoes for some armament, French or English, long before. This, and the ancient clearing, discovered by the pioneers at the head of the Rapids at Jamestown, upon their first arrival there, may have been partly the work of the French engaged in some expedition during the French and Indian War, and later completed by the British, while preparing for the attack upon Pittsburgh in 1782, that ended in the burning of Hannastown in Pennsylvania, which has been fully told in the June, 1911, number of *THE CHAUTAUQUAN*.

GEN. WASHINGTON'S CORRESPONDENCE WITH GEN. IRVINE

In the year 1788, a long and interesting correspondence was had between General George Washington (who thirty-four years before had been a principal actor in the events we have chronicled), and General William Irvine, a distinguished officer of the Revolution, who was during its closing years in command of the American post at Pittsburgh, and who was most familiar with that region and events which had occurred there. Washington at that time was seeking information, whether direct and practical communication could be had between the waters of Lake Erie and the Ohio, by which furs and pelts could be transported from

the west to the east. In the course of this correspondence, distinct reference was made to this Old French Road, and to important events that happened there. In a letter of this correspondence bearing date January 27, 1788, Gen. Irvine wrote among other things as follows:

"The following account I had from a white man named Matthews, a Virginian who says that he was taken prisoner by the Indians at Kanawha, in 1777. He has lived with the Indians since that time. As far as I could judge he appeared to be well acquainted with this part of the country. I employed him as interpreter. He further stated that from the upper end of Jadaqua lake, is not more than nine miles *along the path or road to Lake Erie, and that there was formerly a wagon road between the two lakes.*

"The Indian related that he was about fourteen years old *when the French went to establish a post at Fort Pitt; that he accompanied an uncle who was a chief warrior on that occasion, who attended the French; that the head of Lake Jadaqua, was the spot where the detachment embarked, and they fell down to Fort Duquesne without obstruction in large canoes, with all the artillery stores and provisions, etc. He added, that French Creek was made the medium of communication afterwards; why he could not tell, but always wondered at it, as he expressed himself, knowing the other to be much better.* The Seneca related many things to corroborate and convince me of its truth. . . . Both Matthews and the Seneca, desired to conduct me as further proof of their veracity, *to the spot where, on the shore of Lake Jadaqua, lies one of the four pounders left by the French. Major Finley who has been in that country since I was, informed me that he had seen the gun.* Matthews was very desirous that I should explore that East fork of the Conewango, but my sickness prevented me. His account is that it is navigable about thirty miles up from the junction of the north and west branches to a swamp which is about half a mile wide; that on the north side of this swamp a large creek has its source called the Catteraqua (Cattaraugus), which falls into Lake Erie, forty miles from the foot of this lake; that he had several times been of parties who crossed over carrying their canoes across the swamps. He added that the Catteraqua watered much of the finest country between Buffalo and Presque Isle."*

COUTRECOEUR'S EXPEDITION OVER CHAUTAUQUA LAKE

The French, referred to in the letter written by Gen. Irvine, whom it is there stated "went first to establish a post at Fort Pitt," consisted of a force sent out from Canada early in the year following the fall in which this French road was built. This force was placed under Coutrecoeur,

*For the correspondence in full between Gen. Irvine and Gen. Washington, see Sparks' Washington Writings, Vol. IX, and Young's History of Chautauqua County, pages 54-60, inclusive.

a French officer who had previously commanded the garrison at Fort Niagara with credit, and had succeeded Marin in command of all the French. Coutrecoeur and his men set out from Quebec early in the year 1754, pressed forward to Barcelona, and were probably the first organized body of men to pass over this French Road. They first entered the territory in dispute, at the head of Chautauqua Lake, which five years before had been traversed by de Celoron and his command, but never previous to that time by any other considerable body of men.

With the opening of the spring of 1754, Coutrecoeur landed his fleet of batteaux and canoes upon the waters of this lonely lake. They were provided with artillery, army stores and provisions and manned with regular soldiers, Canadian Provincials and Indians in their paint and feathers. The April buds had not begun to swell; a leafless and sombre forest bordered every shore. Bent on their hostile mission, neither the gloomy woods nor the comely beauty of the lake was heeded by these motley crews. One hundred and fifty-eight years have passed since this warlike armada passed down the lake. No such strange or startling pageant has been witnessed from its shores, as the war cloud that swept by Fair Point that day. Coutrecoeur continued on his course through the narrows, over the lower lake and outlet, through the pine bordered gorge and turbulent rapids at Jamestown, and thence on, and down the Allegany to Venango, at the mouth of French Creek.

Governor Dinwiddie, at Washington's suggestion, had dispatched Captain Trent in February, 1754, over the mountains, to build a fort where Pittsburgh now stands, upon the spot that Washington had examined, on his way to La Boeuf, the fall before. Trent had begun the work, and left Ensign Ward with forty men to complete it, when Coutrecoeur swept down from Venango with the force that he had brought over the Chautauqua Lake, and compelled its surrender. The following is an extract from Major George

Washington's official report, to Gov. Hamilton of Pennsylvania, which gives the first official account of this important event.

"It is with the greatest concern, I acquaint you, that Wm. Ward, Ensign in Captain Trent's company, was compelled to surrender his small fort in the Forks of the Monongahelia to the French, on the 17th (of April), who fell down from Venango with a fleet of three hundred and sixty bateaux and canoes, with upwards of one thousand men, and eighteen pieces of artillery, which were planted against the fort, drew up their men and sent the inclosed summons to Wm. Ward, who having but an inconsiderable number of men, and no cannon to make a proper defense, was obliged to surrender; they suffered him to draw off his men, arms and working tools, and gave leave that he might retreat to the inhabitants."

This was the first hostile act committed in the French and Indian war by either of the great powers, and the date of Ensign Ward's surrender is recognized as the time when that famous contest began. Coutrecoeur continued in the command of the French until after Braddock's defeat, and was honored for his services with the cross of the order of St. Louis.

CAUSES AND RESULTS OF THE FRENCH AND INDIAN WAR

The first act of the French, by which they formally asserted their right to the valley of the Mississippi, was when de Celoron in 1749, embarked on Chautauqua Lake, where the waters of the continent first began to flow southward into the great river of that valley. This important event was followed in the fall of 1753 by the building of the French Road and in the spring of 1754, by Coutrecoeur's voyage over Chautauqua Lake in a hostile movement upon the incipient fort at the Forks of the Ohio. These events, and the building of a fort at La Boeuf kindled the spark that led to the Old French and Indian War. Although the contest was disastrous in its beginning to the British armies, it resulted in the fall of Quebec, and the loss to the French of all Canada, and the greater part of their possessions in America. The contest was soon extended to Europe, where it was waged on a grander scale, and was there known as the

"Seven Years War." France, Austria, Russia, Sweden and other European powers arrayed themselves against England and Prussia. The statesmanship of William Pitt, and the military genius of Frederick the Great, gave the victory to the latter nations. The battles of Minden and Quiberou Bay in 1759 were decisive of the contest. One of the later results of that great struggle was the creation of the German Empire. The Seven Years War extended even to Asia; the French and English contended for empire in India. The English finally gained the great victory of Plassey in 1757, over the Indian allies of the French, which began the Empire of England in the east.

While we cannot assert that the chief causes of these great events were the expedition of de Celoron, the building of this Old French Road, and the expedition of Coutrecoeur over Chautauqua Lake, they stand at the very beginning of a series of events that immediately preceded and led to these great results.



The Sea is One

By Mary A. Lathbury

In the great rock-gardens of the west,
Lying high upon the mountain breast,
Where the thermal waters rise and fall,
Rhythmic with earth-tide's mystic call,
Breathe the breath of waters toward the sun
Till the cloud below—above—are one.
There among the rocks a fountain springs
From a fissure, and forever brings
Treasure from the caverns,—silver,—gold,—
Powdered by earth's millstones huge and old;
Brings deposit from its ancient bed
Till the piled detritus cones have spread
Straight across the valley. It must be
That the waters ever seek the sea
Near or far, as ever flame of fire
Seeks the sun, the end of its desire.
So the waters flowing day by day
Build the bar, and shift their course alway;
Now are falling westward,—now have gone
Down the eastern slope to meet the dawn.
Here and there a little pilgrim stream
Joins them, widening the silver seam
Through the cañon, calling up the grass
Till it springs to meet them as they pass
Through the valleys and the plains to find
Rivers broad and deep, and calm of mind.
These within their bosoms bear away
Farther from their fountains, day by day,
Farther each from each the twin-born streams
To the sea,—the heaven of their dreams.

Still the water-babies side by side
In their cradle on the Great Divide
Sift the sand, and build the bar of fate,
Part, and seem forever separate.

What of those divided long ago?
Can you follow where the waters flow?
Ah, the rapture when they meet the sea!
Strong of arm and deep of voice was he,
And he rocked upon his boundless breast
All the waters of the world to rest.
Fret of rock, and shoal, and bar no more
Reached the wide and restful deep-sea floor.
Each had found the All, and was content,
Though between them lay a continent.
Where an atoll lifted up its palms
One fair morning in the zone of calms
Came the little waters side by side
Tossed together by a friendly tide.

"O, my brother," cried the one, "are we
One again? And have we found the Sea?"
And the other answered, "Long ago,
Little brother," and they whispered low
Of their pilgrimage. Said one, "I knew
That the sea lay in the East, but you"—
"Eastward?—No! I found him in the West,
Where you must have found him"—"Children rest!"
Spake the ancient Atoll, "I am old.
O'er my rising reefs the Sea has rolled
Age on ages, and to you I say,
East and West have many a water-way,
But beneath the circuits of the sun
Round the restless world the Sea is one."

The Spirit of American Government

By The Editor

THE illuminating and timely book on "The Spirit of American Government" in the Chautauqua Course for the current American Year brought in a few letters of criticism, some of them written before the writers had finished the reading of the book. We were reminded of the experiences of the Chancellor in the very early days of the C. L. S. C., who carefully explained in the pages of THE CHAUTAUQUAN some of the difficulties in providing books precisely adapted to the needs of our peculiar reading constituency. To quote the Chancellor:

Old books may be behind the times, or, although acknowledged to be standards, may not be fully adapted to our readers. As for new books—every one knows how hard it is to secure them, and how easily a flippant criticism may destroy the confidence of the uninitiated in them. . . .

It is not to be expected that any book, especially any new book, will meet with universal approval. As for criticism—well, who knoweth the ways of critics with the new books! Did not Samuel Taylor Coleridge say of Burke's essay on "The Sublime and the Beautiful," "It seems to me a poor thing?" Did not Horace Walpole call Goldsmith "an inspired idiot?" Did not Dr. Johnson pronounce Fielding a "block-head?" Does not Hume affirm that "no page of Shakespeare is without glaring faults?" Was not the manuscript of Thackeray's "Vanity Fair" rejected because the critic to whom it was submitted pronounced it "without interest?"

Dear fellow-student: Feel free to offer criticisms which may be helpful. We do not modify our policy for every criticism received. But we weigh conscientiously and carefully all that is said in favor of or against the prescribed books. From year to year our course has been modified. I stand ready at all times to accept the best books; to abandon the best we have for anything better that may be placed within our reach. And as our experience broadens, helpful criticisms multiply, and authors understand our

peculiar needs, we shall approach more and more nearly to the ideals which now shine above us.

Do not, I beseech you, fail to protest against false, querulous and impertinent criticisms, and against that hyper-criticism which delights in nothing so much as in pointing out faults and defects, losing sight of the great things in excessive eagerness to detect slight inaccuracies.

Remember that no book is placed upon the course that does not have the personal approval of the best critics, and remember, moreover, that it will never be possible to provide a book which is above criticism. As one of our Counselors writes:

"Good books have always been criticised upon some points adversely. Plato freely criticises Homer. Quintilian criticises Cicero. Cicero criticises Demosthenes. Addison criticises Milton. And in each instance no doubt real faults were pointed out. The most enlightened French critics used to pooh-pooh Shakespeare. They did likewise with Dante."

College students, with all their admiration for the professors under whom they moved through four years of study, have some foibles and defects to report and laugh at; but on the whole they honor the men who made them and led them. The authors of our text-books are our professors. On the whole they have done their work well. It is proper to note their faults and avoid them, but in defending them, and in being proud of them, and in rejoicing in the course of reading which they have provided, we have the endorsement of wise, scholarly and experienced educators.

Finally, let us learn the characteristics of the true critic, and according to the measure of our ability let us seek to possess them:

"A critic must have breadth, accuracy, sympathy, reverence, and love. He must have no partialities, and no aversions. He must not be captious, but just."

In the earlier days criticisms were most frequently directed at books of the Chautauqua Course touching upon so-called religious topics or upon scientific studies alleged to be superficial by persons who considered themselves scientific specialists capable of writing a better book. In these days criticism is most apt to be incurred when persons consider that their particular "ism" is touched in the socio-

logical field of discussion. Following the best trend of pedagogical development in college and university the Chautauqua Course consists largely nowadays of experts' studies of social questions, as revealed in history, economics, literature, science and art. Its function is to give intelligible interpretations by leading specialists to the multitude of people who wish to be intelligent regarding these matters.

We believe that the following letter and our reply may have interest in this connection:

Dear Sir:

A club of which I am President is reading the Chautauqua course for this year and we are somewhat curious as to the whys and wherefores of the subject matter we have been studying. Desiring a little information in regard to it we are writing to you as being the chief authority in the matter.

As we understand it the various books are chosen with regard to their relation to one another and their combined relation to the trend of popular interest. For instance, it is plain to be seen that this year's course aims to turn one's attention to the Social Question or the rising tide of Democracy. Is this assumption correct?

Jane Addams's book shows us some of the problems of city life; "The Twentieth Century American" desires us to form the best possible opinion of our English cousins in the interest of furthering a world peace; "Material and Methods of Fiction" is designed to develop an analytical power for the purpose of elevating our taste in fiction. The literary section of the magazine calls our attention to what is being done in our own country with special emphasis on the social note. Is the above correct?

Now I come to the question of "The Spirit of the American Government." There is a disagreement among us as to the motive behind this book. Will you kindly inform us just what relation it is intended to have to the rest of the course?

Firstly: Is J. Allen Smith a Socialist?

Secondly: Does he in your opinion interpret his subject matter in the light of the doctrine of Economic Determinism or Economic Interpretation of History?

Thirdly: Is the Chautauqua course for this year and next designed in sympathy with Socialism?

Dear Madam:

Your courteous letter is at hand.

The Chautauqua Reading Course is issued by Chautauqua Institution purely for educational purposes, not for any species of propaganda.

For any given year the course, which represents the result of many suggestions and numerous conferences, is finally selected by the editorial board of the Institution, including the active officers: President, Director, Executive Secretary of the C. L. S. C., the Managing Editor and all members of his staff. Obviously such a group of persons would not all think alike on social problems. The use of a book in any course depends on their consensus of opinion regarding its merits from the educational standpoint. Such use, however, does not involve either personal or Institution approval of every principle or doctrine stated by an author in his book.

The subjects of the current American Year in both the books and the magazine series present different phases of social questions concerning which the various authors have knowledge as specialists. As between differing opinions on particular social problems expressed by them in their books one is entitled to exercise one's judgment after careful reading of what they have to say. The course is planned to give this broad outlook, in succession, on American, European, English, and Classical subjects.

"The Spirit of American Government," to which you specifically refer, was written by the professor of Political Science in the University of Washington at Seattle, Washington. We know of no other book which enables the reader to get a better idea of certain fundamental points of view back of the so-called progressive movements which have been cropping out in this country, and lately have come very much into the foreground of economic and political thought.

If you would define just what you mean by "socialist," Professor Smith could doubtless tell you whether he is a socialist according to your definition. The book was used as a striking study of the Constitution by a specialist, and your doctrinal question is also referred to him. Your third question has already been covered in statements regarding

the educational purpose of the course. No Chautauqua Reading course is "designed in sympathy with Socialism" or any other "ism," but you would not expect that future courses on American, European, or English affairs would ignore the development of any worldwide social phenomenon merely because some persons may label it "socialism."

Perhaps voluntary praise of this book and also Jane Addams's "Twenty Years at Hull-House" from Chautauqua Course readers has been extravagant—they are considered "epoch-making" by many. In any event both of them have been overwhelmingly commended by circles and individuals as serious contributions to thoughtful American citizenship. The point is that one does not have to agree with everything an author says to get his point of view, but to get his point of view may be worth a very great deal whether you agree with him or not.

Mr. Charles Zueblin, widely known among Chautauquans, has used Prof. Smith's book as the subject of a lecture in a number of places this year, in which he says:

"A political constitution like a religious creed can only meet the needs of succeeding periods by constant revision. One of the greatest limitations on popular government, as on religious faith, is the inelasticity of organization founded on ancient documents. Even if the United States Constitution were as marvelous as our political superstition has made most Americans believe, it could hardly be expected to meet the needs of the Twentieth Century. The little handful of American colonies, forced to co-operate by the need of common defense, could not possibly plan an adequate government for a continent wide nation. The flexibility of the Constitution would have been greater, and it might not need now so much modification, had the revolutionary enthusiasm of 1776 continued until 1789, but the discredited Loyalists and men of wealth had been able to reassert themselves at the time of the adoption of the Constitution, and so it embodied their disbelief in the self-governing capacity of the American people. Only six of the fifty-six men who signed the Declaration of Independence sat in the Constitutional Convention.

"Not only did the Constitution embody restrictions

founded on the belief that the people could not be trusted to govern themselves, but it was made so difficult of amendment that even the increasing education of the masses has not yet been able to alter its unpopular features. The most enlightened governments of Europe and Australasia make Constitutional amendment much easier than it is in the United States. Therefore the United States government is more like the old aristocratic forms than the government of Great Britain, France, Australia or Switzerland.

"It was not only made difficult to modify the Constitution, but the Supreme Court was given a power of interpretation which makes it another legislative body. The people's representatives in Great Britain interpret their constitution. As Professor Smith says: 'Though professing to follow the English model, the framers of the Constitution as a matter of fact rejected it. They not only gave the Federal judges a life tenure, but made that tenure unqualified and absolute, the power which Parliament had to demand the removal of judges being carefully withheld from the American Congress. . . . It is easy to see in the exaltation of the Federal judiciary a survival of the old mediaeval doctrine that the king can do no wrong. In fact, much the same attitude of mind which made monarchy possible may be seen in this country in our attitude toward the Supreme Court.'

"In addition to the difficulty of changing the government of the United States, this form is much less representative than is popularly supposed. The President and the Senators are elected indirectly and given the treaty-making and appointing power which was withheld from the popularly elected House. The President is given a veto which Congress can only override by a two-thirds majority. Congress assembles thirteen months after election, leaving one session in the hands of men frequently discredited by the election results. The committee system of that body, elected directly by the people, is the place where popular legislation can be buried or mutilated. As Ambassador Bryce says: 'A system better adapted to the purposes of the lobbyist could not be devised. It gives facilities for the exercise of underhand and even corrupt influence. In a small committee the voice of each member is well worth securing, and may be secured with little danger of a public scandal.'

"In addition to all these barriers to the expression of the popular will, the voter is supposed to record himself through the party system, which is not provided for in the Constitution, was not designed by its authors, and has therefore been captured by the same class of powerful interests which were supposed to be adequately protected by the Constitution. Professor Smith says: 'Under any government which makes fullest provision for the political party, as in the English system of today, the party has not only the power to elect but the power to remove those who are entrusted with the execution of its policies. Having this complete control of the government, it can not escape responsibility for failure to carry out the promises by which it secured a majority at the polls.'

"It is common to hold the masses responsible for misgovernment in this country, but in fact the Constitution, both originally and in its development and interpretation has successfully insured minority rule, so that never in the history of the United States has the majority in state or nation been represented. The result has been that instead of the interests of the masses the property classes have controlled government, with the result that legislation has not only lagged behind that found in the more democratic governments of Europe, but the people have failed to secure political education, which the citizens of most enlightened countries enjoy.

"Boss rule is accepted as the characteristic of American government, in the face of the constant assertion of the general intelligence of our citizens. Under the pressure of economic necessity, the people are beginning to demand a voice in their own affairs, which accounts for the insurgent movements of the day. Arising chiefly in the West, where tradition is not so strong, they are still met by apathy and superstition, supported by the experienced representatives of special privilege and bolstered up by the restrictions of the Constitution. Under these circumstances, the repeated successes of the individuals and organizations which demand a more direct representation of the people are exceedingly hopeful for the future of America."

The *Chautauqua News* of Winfield, Kansas, furnishes this interesting side light:

Dr. J. Allen Smith of Washington University, in his book, the "Spirit of American Government," has revolu-

founded on the belief that the people could not be trusted to govern themselves, but it was made so difficult of amendment that even the increasing education of the masses has not yet been able to alter its unpopular features. The most enlightened governments of Europe and Australasia make Constitutional amendment much easier than it is in the United States. Therefore the United States government is more like the old aristocratic forms than the government of Great Britain, France, Australia or Switzerland.

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tionized the thought of many Chautauqua readers this winter as regards the understanding of their own government. The book has excited so much unusual comment that a number of enrollments have come in since it was taken up. It is regarded by many of its enthusiastic students as being worth the cost of the entire course. The readers who have been and are yet in the midst of the spirited discussions which have arisen over Dr. Smith's interpretation of the Constitution will be interested in an excerpt from a letter recently received from the author. The letter was in answer to an inquiry from the Winfield office concerning the extent to which the book had been used as a text book and its reception as such. Dr. Smith said in part:

"The book has been used to some extent as required reading in connection with courses on American government. But universities in this country have not been in any large measure responsible for the more advanced thinking along political and economic lines. They have therefore been rather slow to accept the new.

"In the University of Washington, the courses on government have been presented from this point of view for the last twelve years. There was a good deal of hostile criticism at first, but it has now almost entirely disappeared. The book has had a much more favorable reception than I expected. In writing the volume I was not thinking of its use as a text book. My only object was to present an interpretation of American institutions that the facts would support. The ultra-conservatives have no use for it, but the fact that I am still in the University of Washington shows that the people of this state at least are not now hostile toward it. I may add that such attacks as have been made on me in the past have come from representatives of special privilege and have failed to accomplish their purpose because the public opinion did not support them."

To any Chautauqua reader who may be unduly disturbed or stirred by Professor Smith's book we especially commend the forthcoming "Social Progress in Contemporary Europe" in the Chautauqua Course for the coming year. This survey of European industrial, economic and social ebb and flow since the French Revolution has food for both reflection and action in America.

Chautauqua and The New Books

By C. W. Gill

WE hear a great deal said as to the character of reading advocated and carried on by Chautauqua and Chautauquans. "Don't Read at Random" has become a well-known phrase which has by no means lost its significance and force. However, it will be interesting to see some indication of what Chautauquans read when they do read at random, and it might as well be confessed at the beginning that if the Chautauqua Book Store records are to be trusted, they begin and not a few of them end with fiction. During the season of 1911 the sales in latest books of fiction greatly exceeded those of any previous year. This was true notwithstanding the fact that the Circulating Library was better stocked with fiction than before, and also regardless of the enormous stock of popular reprints shown on the fifty-cent counter.

Critics and book reviewers throughout the country are substantially agreed that the year 1911 was remarkable for the publication of a large number of rather high class books of fiction. Whereas in 1910 "The Rosary" and "Mary Cary" kept far in the lead in the list of "best sellers," for several months in 1911 nearly a dozen books held high place. Farnol's "The Broad Highway," Mary Johnston's "The Long Roll," the half-dozen books of Bennett, two De Morgan books, Bacheller's "Keeping Up with Lizzie," Bosher's "Gibbie Gault," Abbott's "Molly Make-Believe," Kester's "The Prodigal Judge"—all of these were eagerly sought for from the library and sold in large quantities from the store. In this regard Chautauqua is but an index of what is taking place throughout the cities and towns of the United States. And at the beginning of autumn two new books, Harold Bell Wright's "The Winning of Barbara Worth" and Gene Stratton Porter's "The Harvester" promised to stay in the

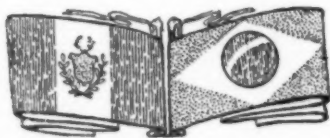
van of the best sellers throughout the winter just as they had led during the closing weeks of the Chautauqua season.

But Chautauquans do read something besides fiction. One of the principal purposes for which the Chautauqua Book Store was established was to provide for the demand aroused by interest in the platform speakers and lecturers. That this purpose is being carried out is witnessed by the fact that the publishers of Dr. Aked's "The Lord's Prayer" were called upon to issue a new printing of this book within ten days after the visit of the famous preacher. This book overtopped by nearly 100 per cent the mark reached by the most popular book of fiction at Chautauqua.

A striking illustration of the forces which shape in large measure the demand for books at Chautauqua is seen in the sale of Dr. Clark's "Scripture Promises." This is a small book by no means new and one for which the publishers had no reason to expect anything but a few casual orders for single copies. But about the middle of the season Chancellor Vincent happened to call attention to it in one of his addresses with the result that its sales were second only to those of Dr. Aked's popular book. To those unsympathetic or unfamiliar with the spirit in which an educational institution like Chautauqua, is carried on, instances like those referred to might be suggestive of mere book advertising, but it is not necessary for us to pause to refute any such possible implication. There have not been wanting instances where ambitious authors have sought opportunity on the Chautauqua platform to exploit their books and they met with such results as every effort of this sort deserves. On the contrary, the type of lecturer called to the Chautauqua platform, recognizing the influence which he may exert and also the criticism directed at him, feels he can ill afford to give his attention to mere book advertising.

Ever since the establishment of the Chautauqua Book Store as a part of the educational system of Chautauqua, there has been a growing recognition of the value of such

a factor in the promotion of the sale and reading of all the best things in books. Evidence is by no means lacking that the character of the demand at Chautauqua is more than an index of the popular taste; it is year after year in an increasing degree a force in determining that taste. In 1910 upon the advent of Mrs. Barclay's delightfully wholesome book its sales at Chautauqua exceeded those of any book of fiction previously offered there. This was not the result of the book's popularity throughout the country, for that popularity had not yet come. It was in large measure, we are sure, the desire of a high minded class of readers to put their stamp of approval upon that which rightly deserves a wide reading, and it is not too much to say that the reception given this book by Chautauqua readers at Chautauqua had much to do with making it the most widely read book during the ten months that followed the 1910 Assembly season. This is a high mission for Book Store, readers, and authors, far removed from commercialism, a mission as interesting to watch as it is worthy of support by Chautauquans.





THE GRADUATION POEM OF THE CLASS OF 1912

The question of a suitable class poem has been worked out by the various C. L. S. C. classes in a great variety of ways. Sometimes a class has united on a single poem by some favorite author. Now and again some famous author has been asked to write for the class, but in the case of the Shakespeare Class, a few great selections from the greatest of English poets commended themselves unhesitatingly to the committee, which after careful search suggested a composite poem and through the courtesy of a distinguished Shakespearean scholar were happily guided in their selection.

The lines of the poet fall most effectively into five divisions, opening with those wonderful words from *The Tempest*, which England could not do better than place upon the tomb of Shakespeare himself in Westminster Abbey. After this solemn introduction of the poet, we are roused by one of his noblest reminders of man's spiritual nature, "touched to fine issues." Then Hamlet, most profound of Shakespeare's creations, emphasizes the infinite nobility of man's nature, preparing the way for that immortal quotation from the *Merchant of Venice*, "When earthly power doth show likest God's." Then man himself is once more lifted up and revealed in all that sublime genius which makes him master of all noble and Godlike attributes:

THE CLASS POEM

Like the baseless fabric of this vision,
 The cloud-capp'd towers, the gorgeous palaces,
 The solemn temples, the great globe itself,
 Yea, all which it inherit, shall dissolve,
 And, like this unsubstantial pageant faded,
 Leave not a rock behind. We are such stuff
 As dreams are made on; and our little life
 Is rounded with a sleep.

The Tempest, Act IV, Scene I

Thyself and thy belongings
 Are not thine own so proper as to waste
 Thyself upon thy virtues, they on thee.
 Heaven doth with us as we with torches do,
 Not light them for themselves; for if our virtues
 Did not go forth of us, 'T were all alike
 As if we had *them not*. Spirits are not finely touched
 But to fine issues.

Measure for Measure, Act I, Scene I

What a piece of work is man! How noble in person! How
 infinite in faculty!

Hamlet, Act II, Scene I

The quality of mercy is not strain'd;
 It droppeth as the gentle rain from heaven
 Upon the place beneath; it is twice bless'd—
 It blesseth him that gives and him that takes.
 'Tis mightiest in the mightiest; it becomes
 The throned monarch better than his crown:
 His sceptre shows the force of temporal power,
 The attribute to awe and majesty,
 Wherein doth sit the dread and fear of kings;
 But mercy is above this sceptred sway,
 It is enthroned in the hearts of kings,
 It is an attribute to God himself,
 And earthly power doth then show likest God's
 When mercy seasons justice.

Merchant of Venice, Act IV, Scene I

Men at some time are masters of their fates.

Julius Caesar, Act I, Scene I



A GRADUATE OF 1912 IN NINGPO, CHINA

Chautauqua claims one of its first recruits in Ningpo, China, for the Class of 1912. For the four years just closing, this Chautauquan, Miss Helen Elgie, has kept up her reading, enjoying her Classical and European, and English and American Years, but presumably never seeing a Chau-

tauqua reader. Yet she has brought Chautauqua into the lives of the young people growing up around her in spite of the barriers of a foreign tongue. But we must let her tell her own story:

"I found that my time was so limited," Miss Elgie writes, "that I must make it count for the most possible, so I brought the set of Chautauqua books back with me, when I returned from my first furlough. During this furlough I found I was in danger of having a cobwebby brain, able to think only along the lines of this boarding school for Chinese girls of which I have charge."

So slight a circumstance as having no special time which could be counted upon for Chautauqua reading seemed to cut no figure in this cheerful missionary's limitations. Naturally these little Chinese maidens look to their teachers for inspiration and they evidently get it. One of the missionary's Chautauqua books, "The Friendly Stars," is having a unique mission.

"It is proving a stimulus," continues Miss Elgie, "to a band of Chinese girls ranging in age from sixteen to twenty-three. Three times during the week I have been taking the book in sections (less than chapters) and trying to translate it to them. Then during the starry evenings we locate the stars. When one remembers how entirely ignorant these girls are in regard to beauties of nature and how utterly unobservant they had been of the stars, not knowing the face of the sky changed with the seasons, and remember too, how pitifully petty their lives had been before they came into the school, it is ample cause for joy now in their behalf to watch them in their new enthusiasm as they walk about the school yard with necks bent backward and talking of the newly discovered beauties above them."

The girls are keeping little record books, noting the rising and setting of the stars and as Miss Elgie says, "The Friendly Stars have become a complement to our daily scripture lessons, and the girls are coming to know the Chautauqua motto, 'We study the word and the works of God.'"



THE FRIENDLY STARS FROM ANOTHER POINT OF VIEW

While these eager Chinese maidens were scanning the heavens by night, a Chautauqua boy in America was having his experience with "The Friendly Stars." His mother, one of this year's graduates, finds it hard to restrain her enthusiasm over her wonderful four years. "My sixteen year old boy," she says, "has read a number of the books with me. 'The Friendly Stars' has been his constant companion

during these two years. I think he knows every fact and name in the book. 'Mental Growth and Control' also attracts him greatly. And oh, may I just write a little more? As I think back over the four years, I have the impression of having seen some very beautiful things; The Reading Journey through Egypt revealed to me that there is quite a little disposition in my blood to be off with those who dig down into old ruins to find about the wonderful past. I have seen wonderful things through the C. L. S. C. spectacles! You see I have six children. My own boy is sixteen and we read together a great deal. The other five little people are adopted. I hope to be at Chautauqua for Recognition Day, and though I'm behind just now, I expect to finish in time. That little gem, 'Mental Growth and Control,' has been the most enjoyable of all the books—but 'Industrial and Social History of England' sent me out to see our own Labor Day parade with a much more understanding heart than I had ever had before."



A 1912'S READING JOURNEY AROUND HOME

Many graduates of 1912 will enjoy this breezy "Reading Journey" from their classmate at Galena, Ill. It was a happy thought to take her 1912 friends on this jaunt to scenes and associates of her four years' course:

It may be impossible for me to attend either nearby Assembly or far-famed Recognition Day at Chautauqua next summer, but my diploma—the "Seal of Success"—will mean much to me, notwithstanding. I am in a fair way of earning that diploma speedily. I have some outside reading to do, and of course, must await the final number of *THE CHAUTAUQUAN* for the study year. Modern European Year was wedged in during last summer and part of the fall, so I shall have read the four years' course in three.

Of the four most excellent courses, I will give Classical Year the preference. This course was my first taste of Chautauqua life and thought and the delight of that opening year, of poring over old Chautauquans, gleaning ever new glimpses of enthusiasm and desire for higher things, was most profound. Also the study of the stars interested me immensely. I consider "The Friendly Stars" invaluable; one may read it any time of the year for comparison and identification, there are so many fascinating star problems to work out.

"Between the Andes and the Ocean" by W. E. Curtis was very

interesting. I have just been happily reading "Winter Sunshine" and think I like John Burroughs best as a contrast to the "Gospel of Wealth." Mr. Burroughs's nature appreciation is a Gospel of Health!

I am continually tempted to be as selfish as "Queed" and make a daily calendar that should put Chautauqua reading and study ahead of Daily Pedestrianism, Daily Housekeeping, Meals, etc., but alas! that ideal state does not appear as often as I would like, and, in reality, my reading comes when a goodly proportion of other duties have been satisfactorily disposed of, usually in the evening.

I often read in our Galena Public Library, which is a very near neighbor. If a ruler be placed along the steps of the Library picture I am sending, the house that shelters an ardent Chautauquan may be visualized as located three inches from the right hand side. I like library work, and have spent many pleasant hours there, classifying and cataloging all sorts of literature.

Space will not permit me to recall all the circumstances where my directed C. L. S. C. reading has enriched my life. A college friend mentions the Classics, I have a proud sense of having also comprehended the thrill of a student when these subjects are approached. Have I not read criticisms on these matters by the highest authorities? Last year I visited the Field Museum in Chicago. I am sure that it was the Chautauqua training that quickened my interest in this wonderful place and made me decide as to which departments I must visit first.

There was one great occasion however, which supersedes all others. In Galena, on April 27, 1911, at our annual Grant's Birthday celebration, Bishop John H. Vincent—my Chancellor—pinned medals on the remnant of the Jo Daviess County Guards, the first company recruited by Grant in Illinois. Those patriotic and inspiring words from C. L. S. C.'s eloquent leader, meant a great deal to me. Across the river, and plainly visible from your seat at the library window, is General Grant's home, now the Grant Memorial Hall. The post card gives a view of the dining room. And the painting by Nast represents peace in union.

ATTENTION CLASS OF '87

Dear Round Table Readers:—Will you help the Pansy Class to locate their members by placing in your local paper the following announcement?

"August 17th marks the twenty-fifth anniversary of the Pansy Class of '87. One hundred and fifty have already pledged themselves to be present. Will you be another? Recognition Week is August 10th to August 19th. Write your secretary at Chautauqua where you are, now."



Verses Worth Memorizing

A DAY*

I'll tell you how the sun rose,—

A ribbon at a time.

*Reprinted by permission of Houghton Mifflin Company.





Grape Scene near Westfield, N. Y., Ten Miles from Chautauqua



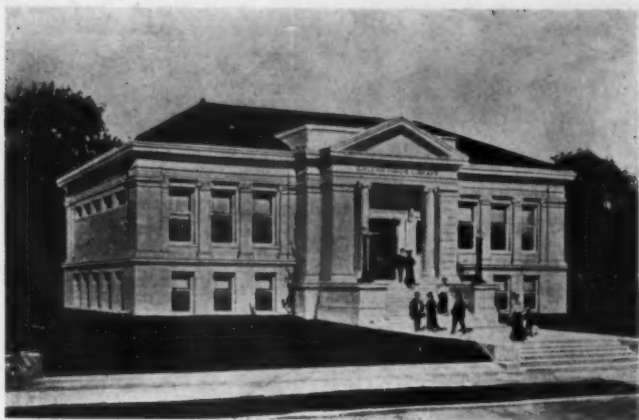
Where the Members of the Beaver, Pa., Chautauqua Circle Studied the
"Friendly Stars"



"Peace in Union," (Lee's Surrender to Grant) by Thomas Nast.
in G. A. R. Hall, Galena, Illinois



Dining Room in Gen. U. S. Grant's Home, Galena, Illinois



Public Library at Galena, Illinois



Public Library, Syracuse, N. Y. Useful to Chautauquans Who have
also Attended Lectures there on Art



C. L. S. C. Group at Bayou La Batre



The "Feast of Lanterns" at The Pacific Grove, California, Chautauqua Assembly





The steeples swam in amethyst,
The news like squirrels ran.

The hills untied their bonnets,
The bobolinks begun.
Then I said softly to myself,
"That must have been the sun!"

* * * * *

But how he set, I know not.
There seemed a purple stile
Which little yellow boys and girls
Were climbing all the while

Till when they reached the other side,
A dominie in gray
Put gently up the evenings bars,
And led the flock away.

—Emily Dickinson.



NEWS FROM CIRCLES AND READERS

"I wonder how many of you have read Matthew Arnold's Letters," said Pendragon, turning the leaves of a snug little volume, "you couldn't find a better book to supplement your American Year. There is an easy friendliness in the author's manner which is quite captivating and you feel that you are in the atmosphere of a man of unusual culture. Just his ordinary allusions have a distinction of their own. You feel that they are worth while. His observations on America are very keen."

"That reminds me," said a Southerner, "how in one of his letters he speaks of going to see the famous German marbles from Pergamos, and his modest way of mentioning casually, 'They are very fine, but like the Elgin marbles, a little beyond me.' That little touch of modesty was so like a fine man of the world as he was; no pretense, a genuine estimate of things as they were."

"Its delightful to have such vistas before one. I'm a business man out here on the Pacific Coast greatly engrossed with my daily work. Twenty Years at Hull-House I've really enjoyed best this year, but above all the Classical Year I found the most engaging. On the whole, one of the best things Chautauqua has taught me is

fixing the study habit. I'm planning further enjoyment of this splendid habit in the years to come." "I might add that I've read a good deal in Larned's History for Ready Reference and I've been working on Lubke's History of Art," volunteered another Pacific Coaster.

"Let me mention," said Pendragon, "a most alluring new book, which we are to have next year by Mr. H. H. Powers of the Bureau of University Travel. If you are interested in art, you'll find this book a very rare one. It's called 'Mornings with Masters of Art.' "

"We are watching for suggestions, I can assure you," reported a member from Ballinger, Texas. "We've developed so much enthusiasm in our circle that another one is to be organized in our town this fall. I got my twist at Chautauqua in the summer of 1910." "Texas isn't behind a whit," added another. "You may look for circles all over the state this Autumn."

"Here's a fine array of 'points' sent by an Ohio reader," announced Pendragon. "She reads alone but had a trip abroad last summer and how Chautauqua did make everything doubly charming—moreover she is a teacher and when she has finished her books she passes them on to friends in lonely out of the way places who crave this reading. Then again this reader had a chance to visit Chicago, so she made a point of visiting Hull-House and studying its workings. The Journalism and Humor, illustrated by Mr. Heydrick, seem to have hit the right spot with this reader, who says she feels her conversation has gained in quality by her Chautauqua ideas. And yet again, she has found the Vesper Hours possessed of an unusual quality. These she turns to first of all in the Magazine. I call this a fine report," he added. "This reader has used Chautauqua in every way that she could apply it. By the way, I wonder if you all realize how carefully these Vesper Hours are selected? Some of the freshest religious thinking goes into those few pages each month."

"I'm a missionary deaconess up here in South Dakota," said a courageous looking Chautauquan. "Sometimes I can't touch a book for a month. If you've ever been a missionary on an Indian reservation, you can fill in my time to suit yourself and you probably won't be far wrong. We discuss Chautauqua at meal time and if it were not for the C. L. S. C. our conversation would surely be limited! As it is the door is always being opened to some interesting plan. This American Year has been very wonderful."

"How plucky you are," said a Santa Cruz member looking at her with admiration. "I belong to a fine circle so I have a peculiar

respect for members who are isolated as you are. Ours is a hard working circle. We meet every week, rain or shine. You may judge of our climate by our popular saying—"If there is anything wetter than water it is California rain"! But we are enthusiasts and our recent enfranchisement has made us 'sit up and take notice' as to our new duties. It really is a great thing. We love to study and last year we kept on all summer doing supplementary work. We've tried to improve our pronunciation by means of our critic and twice a month we have a book review and analyze the spirit of different authors—it's really quite fascinating."

"I wish I could drop in on your enterprising circle," said an Indiana member. "I am a farmer and have had to read alone and moreover I am a local Methodist Episcopal preacher, so I've had fine opportunities to make good use of the course. I should have been glad to study the Classical Year, especially, with others, but it wasn't possible."

"I never hear of a lone reader," said Pendragon, "without wishing I could get him into cordial relations with someone else. By the way, why not try a Round Robin letter? This scheme is just the thing for the isolated reader. Once in a while to have a little budget of half a dozen letters drop down on you full of different experiences of the Course is most inspiring. Miss Una Jones, of Stittville, New York, who is president of the Class of 1908, is chairman of this Committee on Correspondence and will introduce any lone reader to a list of half a dozen Round Robin letter writers. There is nothing like it for lonely people who want something new."

"I see that you Southerners have been celebrating a visit from our Field Secretary, Miss Hamilton," said Pendragon, as he nodded to the secretary of the circle. "Surely we have," responded the secretary, "in fact things have moved very rapidly with us the last few weeks of the Spring. In February we celebrated Bishop Vincent's birthday with appropriate sketches and roll call. And then you must notice also that we've been putting ourselves on record in favor of half-holiday closing in our town. We had a fine lecture from Miss Hamilton the last of April. This is the third lecture she has given at Mobile and "Lowell" fitted in splendidly with our winter's scheme of study. Miss Hamilton has had a very active campaign all told, Citronelle, Petersburg, De Funiak Springs, and Montgomery, Alabama. It is good news that she is to try her gentle arts on Pennsylvania this summer, a field she has not had time to cover until now."

"While you are talking about the South, may I mention our

venture? We have been co-operating with our local school and with very happy results. We wanted to feel that Chautauqua was giving a 'lift' to the young people. Our talented principal gave us a most instructive and interesting address on 'What is a Novel?' and then the high school class gave us some most illuminating sketches from *Ivanhoe*. Out of compliment to Scott the lads and lasses sang 'The Campbells are Coming,' and brief descriptions and comments were given by different young people. The papers were well thought out. Our circle furnished ten dollars for the school library, and we are also sharing reference books with the school."

"A fine scheme," said the Man from the Back Row. "I used to travel in the South, and I have always felt such appreciation of the efforts the Southerners made in countless little communities to hold up a high standard. The name of your town alone sounds poetic, doesn't it?—Bayou La Batre."

"I see from this clipping," remarked Pendragon, "that there is a movement for a larger Chautauqua work in Ogden City, Utah. There is evidently some very earnest and widespread effort to let people know how much Chautauqua can do for the community. This is just the time to get people stirred before the Fall. If you have friends in Utah, write them."

"You know we believe in picnics out here in California," reported another Pacific Coast member. "Our Alumni Reunion was more than usually charming. We met under the famous 'big tree' at Pacific Grove and there were twenty-five of us. Mr. and Mrs. Eli Griggs and Miss M. E. B. Norton, well-known to all Pacific Coast Chautauquans, were our guests and they gave us very delightful talks about the mission of Pacific Grove and what it had meant to all this California Coast. I can't vouch for the plain living of our picnic but it was a case of high thinking and we had beside some delightful recitations by a visiting guest. You would feel just as we do about Pacific Grove if you could all know what splendid ideals it had held up all these years since Bishop Vincent (then Dr.) first planted the Chautauqua seed away back in that first summer of 1878." "I don't wonder you feel so," said Pendragon. "If Chautauqua's wonderful history could ever be written, how like the sands of the sea would people 'rise and count their blessings o'er.'"

"Do congratulate me," said a Pennsylvanian. "I hope to graduate at Chautauqua on my sixtieth birthday, August 14." "No more appropriate sentiment can close our Round Table," said Pendragon, "Chautauquans are perennially young."

Talk About Books

SOCIAL ASPECTS OF EDUCATION. By Irving King. New York: The Macmillan Company. \$1.60 net.

Although Professor King, of the State University of Iowa, regards his "Social Aspects of Education" merely as a guide to further study, he has given to the student "some of the more important social relations and social meanings of present-day education." This is a "Source Book" of 425 pages. Valuable material which has appeared in magazines and journals is here comprehensively grouped by subjects for ready reference. The introductions and summaries by the author, and the bibliographies connected with each of the twenty chapters, help to make this a reference book of much up-to-date material. In a double sense education is a social process. In the first part of the book the larger or external relations of education are treated of under such heads as "Social Relations of Home and School," "The School as a Social Center," "Playground Extension," "The School Garden." The chapter called "Social Need for Continuing Education of the Adult" is a plea that ways and means may be found to extend the advantages of education to those trained in the schools twenty or thirty years ago, that they may keep pace with the progress of today. The author rejects the old idea that only children are educable. Education for most adults must continue for life. Part second deals with the internal relations of the school as a social group. The fact that the school is a little society bears upon the process of learning. The volume is in good taste and good form.

A SEARCH FOR THE APEX OF AMERICA. By Annie S. Peck. New York: Dodd, Mead & Company. \$3.50. Postage 22 cents.

In "A Search for the Apex of America," Miss Annie S. Peck tells how, after numerous attempts, she gained the summit of Mt. Huascarán in Peru—a mountain 1,500 feet higher than Mt. McKinley. The amazing pluck, endurance and bull-dog pertinacity shown by Miss Peck in successfully accomplishing this tremendous task stand out from the pages. In addition the book contains a thoroughly readable and enjoyable account of the social and physical attractions of a little known and wonderfully interesting country. The unsurpassed beauty of the scenery and the charming hospitality of the people are well drawn and the opportunities for enterprise and capital tempt one to emigrate at once, a desire enhanced by glimpses and hints of an ancient civilization whose remains are everywhere scattered over the land. The first 100 pages of the book are tedious and might well be skipped on account of

the details of uninteresting mishaps, but the remainder has a charm and an interest which carry one along, and is written in a thoroughly readable style peculiarly Miss Peck's.

THE SQUIRREL CAGE. By Dorothy Canfield. New York: Henry Holt & Company. \$1.35 net.

A story of American life in a materialistic, fashionable middle-west town. "The Squirrel Cage" is an apt title, though the well-wrought love story is reverently treated. But in this "cage" men and women alike are making their everyday struggle for life not through the efforts which destroy obstacles and create ideals but by those which simply feed material ambitions. The men unconsciously relegate their wives to that parasitic life which reduces their womanhood to "an inconsequent multiplicity of trifling incidents." A few loftier souls break in upon this hopeless treadmill echoing the heroine's exclamation, "It's a weight on my soul, that there's nothing for me to look forward to" as she gropes toward the things of the spirit; yet she triumphs in the end after a tragic life experience and her children are led into a more promising future. The book is admirably written, and it is ennobled by a fine restraint, and though at the outset one discerns the grapple of seen and unseen forces, there is a sense also of the hopeful signs of an assured optimism.

OLD TIME TALES (Every Child's Series). By Kate F. Oswell. New York: Macmillan Company. 40 cents net.

One longs to have time and a jolly group of small children within easy reach when this volume of Macmillan's "Every Child Series" swims in his ken. The latest volume of this entertaining series, "Old Time Tales," has all the delicious flavor which clings about memories of our childhood. "The Gentle Wolf of St. Ailbe," a quaint Irish tale, heads the list of these enchanting stories—some fifteen in all, and a few old ballads, Robin Hood, Lord Lovell, and other child favorites complete a volume to be read and reread, and, despite its stout binding, in due time torn to tatters—the fate of such loved objects.

THE FUSING FORCE. By Katharine Hopkins Chapman. Chicago: A. C. McClurg & Company. \$1.35 net.

This is not a problem novel but a simple, good old-fashioned love story. The scenes of the matrimonial adventures of both hero and heroine are laid in Idaho and the picture of life in mining camps with the Haywood-Moyer trial as a background makes a setting which the writer has used to excellent advantage. A western professor of sociology, a group of charming southern people, and a villain or

two supply all necessary material for keeping the plot moving briskly and the book ends with a satisfactory solution of all the mysteries involved. The author is known through her short stories in various magazines, and this, her first long novel, will give enjoyment to many readers.

IN THE MASTER'S COUNTRY. By Martha Tarbell. New York: George H. Doran Company. 50 cents net.

This excellent geographical aid to the life of Christ is not a new book, but its value to students and teachers of the New Testament is such that it ought to be brought to their notice periodically. An understanding of the Gospels is so greatly facilitated by a knowledge of the physical characteristics of Palestine that an effort to attain it is amply rewarding and no other handbook does it so well and in such small compass. An outline of the life of Jesus with Bible references, many maps, including relief and outline, teaching suggestions, review questions, and a comprehensive Index make this volume abundantly complete. Miss Tarbell has been since 1906 the author of the Teacher's Guide to the International Sunday School Lessons.

SELECTED POEMS. Edited by Henry W. Boynton. New York: The Macmillan Company. 25 cents net.

The Pocket Classic Series has received an addition in a volume of poems selected for required reading in secondary schools, and containing some of the old friends—"The Rime of the Ancient Mariner," a few of the "Lays of Ancient Rome," "The Raven," "Sir Launfal," "Sohrab and Rustum," "Miles Standish" and "Snow-Bound." A few pleasant introductory paragraphs give some biographical information about each poet, together with a touch of criticism, and Notes sufficient and not oppressive, round out a serviceable volume.

A LIKELY STORY. By William De Morgan. New York: Henry Holt & Co. \$1.35 net.

Charming, indeed, is the "Likely Story" of the reincarnation in twentieth century London of the lovely woman of Italy's Middle Ages and of her maimed lover. There is a picture that tells its history and that heals quarrels, and the tale is told with all De Morgan's quaint injection of slang and Cockneyisms and sudden turns of fancy. The composition is more closely knit than is usual with De Morgan—and that in itself is pleasant.

Classified Chautauqua Program

39th Annual Assembly, June 27-August 25, 1912

ADVANCE ANNOUNCEMENTS

No announcement is here made except of engagements actually completed. There are sometimes unavoidable changes and important late engagements. Final information will appear in the *Chautauquan Daily*. Copies of official Program Quarterly or separate Summer Schools Catalog mailed on application to Chautauqua Institution, Chautauqua, New York.

Sermons, Devotional Hours, and Religious Lectures

Sermons: June 30, Prof. Francis G. Peabody, July 7, Bishop Wm. F. McDowell, July 14, Canon H. J. Cody. July 21, To be announced. July 28, Dr. Shailer Mathews. August 4, Dr. John A. Rice. August 11, Bishop John H. Vincent. August 18, Prof. G. A. Johnston-Ross. August 25, Dr. James A. Francis.

Devotional Hours: June 27, 28, August 12, 13, Bishop John H. Vincent. July 1, 2, Prof. Francis G. Peabody. July 3, 4, President Wm. G. Frost. July 5, to be announced. July 8-12, Bishop Wm. F. McDowell. July 15-19, Canon H. J. Cody. July 22-26, July 29-August 2, The Conversations of Jesus, Dr. John A. Rice. August 15-16, Dr. Allan Hoben. August 19-3, The Spiritual Life of the Minister, Prof. G. A. Johnston-Ross.

Religious Lectures: June 29-July 2, The Christian Life in the Modern World. 1. The Practicability of the Christian Life; 2. The Christian Life and the Modern Family; 3. The Christian Life and Modern Business, Prof. Francis G. Peabody. July 1-5, Ideals of Life. 1. The Greek Conception of the Best Life; 2. Roman Ideals of Conduct; 3. The City of God in the Middle Ages; 4. The Conflict of Ideals in Modern Times; 5. The Ideals of Progress, Prof. F. J. E. Woodbridge. August 1, Some By-Products of Missions (Illustrated), Dr. Isaac T. Headland. August 18-25, Institute for Ministers and Religious Workers, The Awakened Church, including morning Bible Study, Prof. G. A. Johnston-Ross; Seven Days of Church Life, Bishop John H. Vincent; The Church and Social Service Series, Dr. Shailer Mathews; Evangelism Series and Lakeside Services, Dr. James A. Francis; Conferences on Church Efficiency, Missions, and Other Religious Work, August 22, 23, Addresses by Mr. J. Campbell White, Secretary of the Laymen's Missionary Movement; August 24, Address, Dr. Jesse H. Holmes.

Literary and Musical

Literary: July 8-13, What Literature Can Do for Me. 1. It Can Free You from the Burden of the Inexpressible; 2. It Can Keep before You the Vision of the Ideal; 3. It Can Give You a

Wider and Deeper Knowledge of Human Nature; 4. It Can Increase Your Power to Think; 5. It Can Vitalize History for You, Prof. C. Alphonso Smith. July 12, Mornings with Masters of Art, Dr. H. H. Powers. July 15-19, Lecture-Recitals. 1. Religious Drama or Mystery, Miracle and Morality Play within the Church; 2. Corpus Christi Pageant and Play—Religious Drama outside the Church; 3. Decline of Religious Drama and Birth of the New Drama; 4. Farce and Folk Play; 5. Folk Lore of the British Isles, Miss Vida Sutton. July 19, American Literature in Foreign Lands, Prof. C. Alphonso Smith. July 22-26, Lecture-Recitals. 1. Literature and the Community; 2. The Spirit of Literature; 3. Beauty of Poetry; 4. The Interpretation of the Printed Page; 5. Illustrative Readings in Poetry, Prof. S. H. Clark. July 26, Paris of Today, Mrs. J. Ravenel Smith. August 5-10, The Masters of the Hour. 1. Anatole France, Master of Disillusion; 2. Maurice Barres, Apostle of Patriotism; 3. Pierre Loti, Poet of the Intangible; 4. Paul Bourget, Psychological Moralist; 5. Emile Faguet, Master of Analysis; 6. Melchior de Vogue, Idealism, M. Benedict Papot. August 12-17, Contemporary English Novelists. 1. Anglo-Indian Romance—Rudyard Kipling; 2. Comedy and Tragedy of the Ghetto—Israel Zangwill; 3. A Great London Realist—George Gissing; 4. The Romance of Cornwall—Quiller Couch; 5. The Romance of Dartmoor—Eden Philpotts, Leon H. Vincent. August 15, 16, The Poetry of Everyday Life; The Art of being Interesting, Rev. John Calvin Goddard.

Musical: July 1-5, The Pianoforte and Its Music. 1. History of the Instrument. Early French and Italian Works; 2. German Classic Writers: Bach, Handel, contrapuntal school; Haydn, Mozart, homophonic school; 3. Piano Works of Beethoven and Schubert; 4. Piano Works of Mendelssohn, Schumann and Chopin; 5. Piano Works of Brahms, Liszt, Grieg and later writers, Mr. Joseph Henius. July 29-August 2, How to Listen to Music, Mr. Henry Bethuel Vincent. August 12-17, 1. Natoma; 2. Hiawatha's Wooing, Robert of Sicily; 3. Children of the King; 4. Enoch Arden; 5. Girl of the Golden West; 6. The Lowland, Mr. Edward Hitchcock and Mr. Miner Gallup.

Sociological, Historical, and Pedagogical

Sociological and Historical: July 1-5, Ideals of Life. 1. The Greek Conception of the Best Life; 2. Roman Ideals of Conduct; 3. The City of God in the Middle Ages; 4. The Conflict of Ideals in Modern Times; 5. The Ideals of Progress, Prof. F. J. E. Woodbridge. July 4, The Old World and the New, Director Arthur E. Bestor. July 5, An European Outlook, Mr. Frank Chapin Bray, July 6, The Case Against War, President David Starr Jordan. July 8-12, Woman Suffrage. 1. Evolution of the Woman Suffrage Movement; 2. Character and Strength of the Opposition; 3. Legal and Political Status of Women; 4. Woman Suffrage in Practice; 5. The Promise of the Future, Mrs. Ida Husted Harper. July 15-19, International Problems of Europe, Dr. H. H. Powers. July 20, The National Memory, President George E. Vincent. July 22-26, Child Welfare. 1. The Right to be Well Born; 2. How to Secure Good

Physical Conditions for Children; 3. Intellectual Equipment for Childhood; 4. Moral Health and Growth; 5. Organization and Direction of Child Welfare Work, Dr. Earl Barnes. July 25, The Child Labor Campaign, Mr. Owen Lovejoy. July 29, Business and Municipal Efficiency, Mr. John MacVicar; Politics and Business, Hon. Wm. A. Prendergast. July 30, The Necessity of Improving Tax Assessment Methods, Hon. Lawson Purdy; The Regulation of Business through Trade Commissions, Mr. C. C. Batchelder. August 1, The Control of Corporations, Hon. Herbert Knox Smith; Mrs. Glendower Evans. August 2, The Sherman Law from the Standpoint of Business, Mr. G. W. Simmons. From the Standpoint of Economics, Prof. Jeremiah W. Jenks; The Oldest Monarch in Europe, Mr. Arthur E. Bestor. August 5-10, Philosophy of Plato. 1. Life of Pato; 2. Plato's Interpretation of Socrates; 3. Plato's Masterpiece—The Republic; 4. The Individual and the State in The Republic; 5. Plato's Theory of Knowledge, The Philosopher; 6. Plato's Later Philosophy—The Laws, Mr. Edward Howard Griggs, August 8, 9, Italy Today, Burning Issues of Future Italy, Duke Litta. August 17, The Problem of the Rural Community, Hon. Henry Wallace. August 19-23, Social Service Series, Dr. Shailer Mathews.

Pedagogical: June 28, Educational Pioneering in the Southern Mountains, President Wm. G. Frost. July 13, Practical Psychology and Suggestions toward Mental Efficiency, Mrs. Clara Z. Moore. July 22-26, Child Welfare Series, Dr. Earl Barnes. August 3, Hon. P. P. Claxton. August 5, The Education of Lincoln, President George E. Vincent. August 9, Educational Progress in Europe, Dr. Earl Barnes. August 12, 13, Biology and Boy Nature; The Problem of Vocational Culture, Prof. Allan Hoben.

Illustrated Lectures

June 28, Out-of-Door Life in America. July 2, 4, Life Among the Rubber Workers of the Amazon; In the Forest of the Amazon, Mr. Algot Lange. July 9, Navigating the Air, Mr. Augustus Post. July 11, A Dickens Evening. July 24, Child Welfare, August 1, Some By-Products of Missions, Dr. Isaac T. Headland. August 3, Over the World's Oldest Highways, Mr. Wm. T. Ellis. August 14, A Trip to Europe. August 16, The Dawn of Plenty. August 22, 24, India, Spitzbergen and the Polar Sea, Dr. Sigel Roush.

Reading Hours, Recitals, and Dramatic Presentations

Reading Hours: June 27, 28, The Truth, Prunella, Miss Louise W. Hackney. July 8-12, 1. Irish Plays; 2. Candida; 3. Short Stories; 4. Mary Magdalene; 5. Selected Program, Miss Maud Miner. August 19-23, Stories in Prose and Verse; How the Vote was Won; Leah Kleshna; Story of Jeanne d'Arc; Scenes from Famous Plays, Miss Jeannette Kling.

Recitals: June 27, 29, Mother; Strong Heart, Miss Margaret Stahl. July 3, Looking Human Nature in the Face, Mr. Ross Crane. July 8, 31, Vanity Fair; Julius Caesar, Prof. S. H. Clark.

July 15-19, Lecture-Recitals. 1. Religious Drama or Mystery, Miracle and Morality Plays within the Church; 2. Corpus Christi Pageant and Play—Religious Drama outside the Church; 3. Decline of Religious Drama and Birth of the new Drama; 4. Farce and Folk Play; 5. Folk Lore of the British Isles, Miss Vida Sutton. July 16, 18, Kipling, Kipling; Longfellow, Mr. Henry J. Hadfield. July 22, Hamlet, Prince of Denmark, Mr. Montville Flowers. August 7, Sunshine and Awkwardness, Mr. Strickland Gillilan. August 8, 10, Bunty Pulls the Strings; The Confessions of a Literary Pilgrim, Katharine Oliver. August 12-17, 1. Natomia; 2. Hiawatha's Wooing, Robert of Sicily; 3. Children of the King; 4. Enoch Arden; 5. Girl of the Golden West; 6. The Lowland, Mr. Edward Hitchcock and Mr. Miner Gallup. August 21, The Rivals, Mr. Charles F. Underhill.

Dramatic Presentations: July 25, 27, The Taming of the Shrew; July 26, 27. The Merchant of Venice, The Coburn Players.

Music

Sacred Song Services: Every Sunday, 7:45 p. m., general congregational singing, with special selections by the Chautauqua Choir, Orchestra, Soloists, and Organist.

Concerts: Occur regularly on Monday and Friday evenings at 8:00, and Wednesday afternoons at 2:30. Special Programs include the following: July 5, Patriotic Concert. July 12, Quartet Song Cycle, Old Irish Melodies, arranged by Arthur Whiting. July 15, Music School Faculty Concert. July 19, Spring and Summer from The Seasons by Haydn. July 20, Patriotic Concert. July 23, The Prodigal Son by Henry B. Vincent. July 24, Children's Concert. July 29, The Sun Worshipers and The Swan and the Skylark by Goring Thomas. July 31, Chautauqua Band, Chautauqua Mandolin and Guitar Club. August 5, Lobgesang (Hymn of Praise) by Mendelssohn. August 7, Nonsense Songs by Liza Lehmann. August 9, The Sleeping Beauty by Frederick Cowen. August 12, Operatic Concert. August 14, Children's Concert. August 16, Old Time Songs. August 19, King Olaf by Carl Busch. August 21, Ballad Concert. August 23, Farewell Symphony, Haydn.

Organ Recitals: July 23, 25, 30, August 1, Mr. Clarence Eddy. Tuesdays and Thursdays throughout the season, Mr. Henry B. Vincent.

Lecturers and Preachers

Mr. Earl Barnes, July 22-26,

Aug. 14.

Mr. C. C. Batchelder, July 30.

Mr. Arthur E. Bestor, July 4.

Aug. 2.

Mr. Frank Chapin Bray,

July 5.

Prof. S. H. Clark, July 22-26.

Hon. P. P. Claxton, Aug. 3.

Canon H. J. Cody, July 14-19.

Mr. William T. Ellis, Aug. 3.

Mrs. Glendower Evans, Aug.

1.

Dr. James A. Francis, Aug 19-23, 25.

Pres. Wm. G. Frost, June 28, July 3-4.

Rev. John Calvin Goddard,

Aug. 15-16.

Mr. Edward Howard Griggs,

Aug. 5-10.

Mr. Henry J. Hadfield, July

16, 18.

Mrs. Ida Husted Harper, July

8-12.

Rev. I. T. Headland, Aug. 1.

Classified Chautauqua Program

Mr. Joseph Henius, July 1-5.
 Prof. Allan Hoben, Aug. 12-16.
 Prof. J. H. Holmes, July 24.
 Prof. J. W. Jenks, Aug. 2.
 Prof. G. A. Johnston-Ross, Aug. 18-23.
 Rev. Robert Chapman Hall, Aug. 21.
 Pres. David Starr Jordan, July 6.
 Mr. Algot Lange, July 2, 4.
 Duke Litta, Aug. 8-9.
 Mr. Owen R. Lovejoy, July 25.
 Bishop William F. McDowell, July 7-12.
 Hon. John MacVicar, July 29.
 Dr. Shailer Mathews, July 28, Aug. 2, Aug. 19-22.
 Mrs. Clara Z. Moore, July 13.
 M. Benedict Papot, Aug. 5-10.
 Prof. Francis G. Peabody, June 29-July 2.
 Mr. Augustus Post, July 9.
 Dr. H. H. Powers, July 12, 15-19.

Hon. Wm. A. Prendergast, July 29.
 Hon. Lawson Purdy, July 30.
 Dr. John A. Rice, Aug. 4-9.
 Dr. Sigel Roush, Aug. 22, 24.
 Mr. G. W. Simmons, Aug. 2.
 Prof. C. Alphonso Smith, July 8-9, 11-13, 19.
 Hon. Herbert Knox Smith, Aug. 1.
 Miss Vida Sutton, July 15-19.
 Pres. George E. Vincent, July 6, 20, Aug. 5-6.
 Mr. Henry B. Vincent, July 29, 31, Aug. 2, 20, 22.
 Mr. L. H. Vincent, Aug. 12-17.
 Bishop John H. Vincent, June 27-28, Aug. 11, 19-23.
 Hon. Henry Wallace, Aug. 17.
 Mr. J. Campbell White, Aug. 22-23.
 Prof. F. J. E. Woodbridge, July 1-5.

Readers and Entertainers

Coburn Players, July 25-27.
 Mr. Ross Crane, July 3, 5.
 Mr. Montaville Flowers, July 22.
 Germain, the Wizard, July 20.
 Mr. Strickland Gillilan, Aug. 7.
 Miss Louise Hackney, June 27-28.

Messrs. E. B. Hitchcock and Miner W. Gallup, Aug. 12-17.
 Miss Jeanette Kling, Aug. 19-23.
 Katharine Oliver, Aug. 8-10.
 Miss Maud Miner, July 8-12.
 Miss Margaret Stahl, June 27, 29.
 Mr. C. F. Underhill, Aug. 21.

Musicians

Miss Harriet Bawden, July 1-31.
 Mr. William Beard, Aug. 2-25.
 Mr. B. E. Berry, Aug. 2-25.
 Miss Rose Bryant, July 1-31.
 Mr. M. A. Bickford, July 31.
 Mr. Frank Croxton, July 15.
 Mr. Clarence Eddy, July 23, 25, 30, Aug. 1.
 Miss Violet Ellis, Aug. 2-25.
 Mr. Alfred Hallam, June 27-Aug. 25.
 Mr. Ernest Hutcheson, July 12, 23, Aug. 7, 12, 21.

Mr. Edmund Jahn, July 1-31.
 Mr. Sol Marcossou, July 10, 12, 17, 24, Aug. 2, 12, 14, 21.
 Mr. William H. Pagdin, July 1-31.
 Mr. Frederick G. Shattuck, June 27, Aug. 25.
 Mrs. Marie Stapleton-Murray, Aug. 2-25.
 Mr. Henry B. Vincent, June 27, Aug. 25.
 Mr. Charles C. Washburn, July 15.

SPECIAL WEEKS

Child Welfare Week.....	July 22-27
Business and the Public Welfare Week.....	July 29-August 3
Recognition Week.....	August 12-17
The Awakened Church*.....	August 18-25
*Bible Study, Social Service, Evangelism, Church Efficiency. (Special circular on request.) Institutes will be held on Foreign Missions, July 29-Aug. 3; on Home Missions, Aug. 5-10.	

DEPARTMENT OF INSTRUCTION

John H. Vincent, Chancellor,	George E. Vincent, President,
Arthur E. Bestor, Director,	Percy H. Boynton, Secretary.

Chautauqua Summer Schools, July 6-Aug. 16, '12

FOURTEEN SCHOOLS

I. English.	VIII. Domestic Science.
II. Modern Languages.	IX. Music.
III. Classical Languages.	X. Arts and Crafts.
IV. Mathematics and Science.	XI. Expression.
V. Psychology and Pedagogy.	XII. Physical Education.
VI. Religious Teaching.	XIII. Agriculture.
VII. Library Training.	XIV. Practical Arts.

PARTIAL LIST OF INSTRUCTORS

Mrs. R. D. ALLEN, Kindergarten Louisville, Ky.	Prof. S. H. CLARK, Expression University of Chicago
Dr. JAS. A. BABBITT, Boys' Club Haverford College	Miss RUTH P. COLLINS, Phys. Ed. New York City
Mr. EARL BARNES, Pedagogy Philadelphia	Mr. W. H. COVERT, Bus. Train. Syracuse, N. Y.
Miss ANNA BARROWS, Dom. Sci. Teachers' College, Columbia Univ.	Mr. FRANK CROXTON, Voice New York City
Miss J. BEIDERHASE, Phys. Ed. New York City	Prof. F. A. CUMMINGS, English Hollins College, Va.
Miss NANCY BEYER, Bookbinding New York City	Mr. F. H. DANIELS, Arts and Crafts Newtonville, Mass.
Mr. M. A. BICKFORD, Man. & Guit. New York City	Mr. R. E. DEUEL, Agriculture Cornell University
Mr. JAS. BIRD, Pub. Sch. Music Marietta, Ohio	Miss M. E. DOWNEY, Lib. Train. Library Organizer for Ohio
Mr. G. H. BOJUS, Phys. Ed. Jersey City, N. J.	Miss GERTRUDE DUNTZ, Sewing Mechanics Institute, Rochester
Prof. PERCY H. BOYNTON, English University of Chicago	Miss LURA DUNTZ, Sewing Mechanics Institute, Rochester
Miss E. BRADSHAW, Gra. Sch. Meth. Rochester, N. Y.	Prof. E. J. FLUEGEL, German Cornell University
Miss M. C. BRAGG, Story Telling New York City	Mrs. E. J. FLUEGEL, German Ithaca, N. Y.
Mr. A. E. BROWN, Pub. Sch. Music Lowell (Mass.) Normal School	Miss SARAH FREEMAN, Girls' Club Englewood, N. J.
Mr. W. G. BURROUGHS, Geology Oberlin College	Miss ANNA FROEHLICH, German State Normal School, Lock Haven, Pa.
Prof. L. L. CAMPBELL, Physics Simmons College	Miss LILLA P. FRICH, Dom. Sci. Minneapolis
Mr. C. O. CARLSTROM, Phys. Ed. Chicago, Ill.	Prof. A. W. GILBERT, Agriculture Cornell University
Prof. L. P. CHAMBERLAYNE, Latin Univ. of South Carolina	Mr. JOS. H. GREENWOOD, Pn't'g. Worcester (Mass.) Art Museum
Dr. R. G. CLAPP, Athletics University of Nebraska	Mr. EDWARD H. GRIGGS, English New York City
Mr. B. H. CLARK, Expression Chicago, Ill.	Miss A. VAN S. HARRIS, Ele. Edu. Richmond, Va.

Chautauqua Summer Schools

Mr. JOSEPH HENIUS, Music Theory Institute of Musical Art, N. Y. C.	Miss EFFIE J. RACE, Dom. Sci. Jacksonville, Ill.
Miss MARY D. HILL, Kindergarten Louisville, Ky.	Dr. JOHN A. RICE, Relig. Teach. Fort Worth, Texas
Mr. GEORGE J. HUNT, Metal Work Boston, Mass.	Mr. H. B. ROGERS, Agriculture Cornell University
Dr. J. L. HURLBUT, Relig. Teach. Newark, N. J.	Miss A. E. SANBORN, Lib. Train. Wells College
Mr. ERNEST HUTCHESON, Piano Peabody Institute, Baltimore	Miss F. M. SCAMMELL, Ceramics New York City
Prof. A. E. KENT, Physics and Tutor. Chautauqua	Mr. GEO. A. SEATON, Photography Cleveland
Miss DAISY A. PUGEL, Dom. Sci. Sandusky, O.	Dr. JAY W. SEAVER, Phys. Ed. New Haven, Conn.
Miss A. J. DAMPHIER, Basketry State Normal School, N. Adams, Mass.	Mr. A. J. SEXTON, S'thand & Typew'g. New York City
Mrs. JOHN F. LEWIS, Par. Law Buffalo, N. Y.	Mr. ERNEST SICARD, French Chicago
Mr. M. F. LEWIS, Mathematics Cleveland	Prof. C. A. SMITH, Englian University of Virginia
Mr. SOL MARCOSSON, Violin Cleveland	Dr. A. H. SHARPE, Phys. Ed. Philadelphia
Prof. SHAILER MATHEWS, Re. Te. University of Chicago	Mr. F. G. SHATUCK, Voice New York City
Miss E. W. MCGREGORY, Draw., Des. Technical High School, Newton, Mass.	Mr. C. W. SUTTON, Mathematics Cleveland
Miss B. E. MERRILL, Lace Making Columbia University, N. Y. C.	Mrs. E. T. TOBEY, Piano Memphis, Tenn.
Miss MAUD MINER, Expression Chicago Sch. of Phys. Ed. & Expression	Mr. H. H. VAN COTT, Chemistry Schenectady, N. Y.
Mrs. CLARA Z. MOORE, Delsarte New York City	President G. E. VINCENT, Socfolog, University of Minnesota
M. BENEDICT PAPOT, French Chicago	Mr. H. B. VINCENT, Organ Erie, Pa.
Mme. BENEDICT PAPOT, French Chicago	Miss S. W. VOUGHT, Lib. Train. Columbus, Ohio
Miss BESSIE L. PARK, Phys. Ed. Wheeling, W. Va.	Mr. CHAS. C. WASHBURN, Voice Nashville, Tenn.
Mrs. L. V. PHILLIPS, Ceramics New York City	Mr. FRED M. WATTS, Woodworking Springfield, Mass.
Dr. H. H. POWERS, Art and Travel Bureau of Univ. Travel, Boston, Mass.	Miss M. McC. WOODS, Piano Baltimore

SUBJECTS OF COURSES

Agriculture, Elementary and High School
Algebra
American Literature, Survey of
Aquatics
Arithmetic
Art: Italian, Northern, Venetian
Art Appreciation
Art and the Human Spirit
Arts, Practical
Art, Public School
Art and Travel
Arts and Crafts
Athletics
Banjo, Mandolin, Guitar
Basketry
Bird Study
Blackboard Drawing
Block Printing
Bookbinding
Bookkeeping
Boys' Club
Business Training
Ceramics
Chemistry
Chemistry, Household

Chemistry, Laboratory
Christ, Life of
Church, Development of the Early
Cicero, Studies in
Classes for Boys and Girls
Construction
Cookery, Advanced
Cookery, School Room
Cookery, Home
Cookery, Institutional
Crops and Flowers, Truck
Dairying
Design and Textile Decoration
Delsarte
Domestic Science
Domestic Science, Demonstration Lectures
Drama, Masterpieces of
Dramatic Action and Presentation
Drawing, Blackboard
Drawing, Freehand
Drawing, Mechanical
Dyeing and Weaving
Education, Elementary
Education as Related to the History of Civilization, History of

Chautauqua Summer Schools

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- Egyptian Civilization
- Elementary Methods
- Elementary Schools
- English
- English Composition
- English, High School
- English Literature, Survey of
- Expression
- Expression, Non-Professional Course
- European Travel Courses
- Farm Animals
- Farm Crops
- Faust, Goethe's
- Field Work
- Flowers, Truck Crops and
- Food and Dietetics
- French, all courses
- Fruits, Orchard and Small
- Games and Playground Management,
- Outdoor Sports and
- Gardening
- Geology
- Geometry
- German, all courses
- German Club and Table
- Gesture: Language of Action
- Girls' Club
- Goethe's Faust
- Grammar Grades, Methods for
- Greek Teachers' Conferences, Latin and
- Guitar, Banjo, Mandolin
- Gymnastics, General
- Gymnastics, Medical
- Health and Self Expression
- Hellenic Civilization
- High School English
- History of Education as Related to the
- History of Civilization
- House and Its Care
- Italian Art
- Jewelry
- Kindergarten Program, Advanced
- Kindergarten Theory and Practice, Ele-
- mentary
- Kindergarten, Children's
- Kindergarten, Nursery
- Lace Making
- Languages, Modern
- Latin, Beginning
- Latin Composition
- Latin and Greek Teachers' Conferences
- Latin Sight Reading
- Leather Working
- Library Training
- Literature
- Literary and Dramatic Interpretation
- Mandolin, Guitar, Banjo
- Manual Training
- Mathematics and Science
- Metal Work
- Modern Languages
- Monologue, Dramatic
- Music
- Music, Theory and Analysis of
- Music, Public School
- Nature Study for Teachers and Parents
- Northern Art
- Organ
- Outdoor Sports and Games
- Painting, Oil and Watercolor
- Palestine, Lectures on
- Parliamentary Law
- Pedagogy and Psychology
- Penmanship
- Photography
- Physical Education
- Physical Education, Normal Course
- Physical Laboratory Work
- Physics
- Physiography and Geology, Laboratory
- and Field Work
- Piano
- Plays, Technique and Appreciation of
- Modern
- Playground Management, Outdoor
- Sports and Games
- Poetry of the 19th Century
- Practical Arts
- Primary Grades, Methods for
- Printing, Stenciling and Block
- Prophets, Prophecy of the
- Prose and Verse Structure, Principles
- of
- Psychology of Childhood
- Psychology and Pedagogy
- Public School Art
- Public School Music: Methods for Su-
- pervisors; Gen'l Course for Grade
- Teachers
- Reading; Artistic Rendering
- Reading Aloud
- Religious Teaching
- Science and Mathematics
- Science, Domestic
- Sewing
- Shirt Waists
- Shorthand
- Sketching, Blackboard
- Sketching, Outdoor
- Sociology: The Rivalry of Social
- Groups
- Stenciling
- Stenography
- Story Telling from the Hero Tales
- Story Telling for Teachers
- Sunday School, Teacher's Bible Class
- Sunday School, Organization of the
- Teaching, Science and Art of
- Teachers' Conferences, Latin and Greek
- Testament, The Wisdom Element in the
- Old
- Testament Teaching, Types of New
- Textile Decoration, Design and
- Travel Courses, Pre-European
- Trigonometry
- Typewriting
- Verse Structure, Principles of Prose
- and
- Venetian Art
- Violin
- Vocal Culture
- Voice
- Voice Building and Developing
- Weaving and Dyeing
- Wood Working

ASSEMBLY DATES FOR 1912

Date	Name of Assembly	Dates	Recognition Day	Final Report
Ariz.	PRESCOTT	June 15-30.....	.....	May 15...
Calif.	PACIFIC GROVE	July 9-19.....	July 16.....	June 20...
Conn.	FORESTVILLE	July.....	.....	July 10...
Idaho	BOISE	June 19-29.....	.....	May 20...
"	PAYETTE.....	June 30-July 4..	.....	June 1....
"	POCATELLO.....	June 23-30.....	.....	June 1....
"	SPIRIT LAKE	July 19-Aug. 1..	.....	June 25...
Illinois	CAMARGO	Aug. 11-25.....	.....	July 20...
"	DIXON	July 15.....	.....	June 25...
"	ELGIN	July 15-25.....	.....	June 20...
"	HAVANA	July 23-Aug. 2..	July 25.....	June 30...
"	LITCHFIELD	Aug. 4-18.....	Aug. 12.....	July 15...
"	LITHIA SPRINGS	Aug. 17-31.....	Aug. 29.....	July 20...
"	OTTAWA	Aug. 16-25.....	.....	July 25...
"	PONTIAC	July 25-Aug. 4..	.....	June 30...
"	STREATOR	Aug.....	.....	July 20...
Indiana	KOKOMO	July 5-14.....	July 12.....	June 15...
"	REMINGTON	Aug. 10-25.....	Aug. 21.....	July 20...
"	RICHMOND	Aug. 22-Sept. 1..	Aug. 31.....	Aug. 1....
"	WINONA	June 30-Aug. 22.	Aug. 13.....	July 20...
Iowa	FT. DODGE	Aug. 18-25.....	.....	Aug. 1....
"	TIPTON.....	Aug. 3-11.....	Aug. 6.....	July 15...
"	WATERLOO	June 28-July 12.	.....	June 1....
Kansas	BELOIT	July.....	.....	June 15...
"	CAWKER CITY	Aug. 5-20.....	.....	June 25...
"	OTTAWA	July 30-Aug. 9..	.....	July 20...
"	STERLING	July 24-Aug. 1..	.....	July 1....
"	WINFIELD	July 11-21.....	July 15.....	June 20...
Kentucky	LEBANON	July 3-12.....	.....	June 20...
Maryland	CHESTERTOWN.....	June 10-15.....	.....	May 20...
"	MOUNTAIN LAKE PARK	Aug. 8-29.....	.....	July 20...
Mass.	MONTWAIT.....	July 23-Aug. 2..	.....	July 1....
"	NORTHAMPTON	July 8-19.....	July 17.....	June 25...
Mich.	BATTLE CREEK	June 30-July 7..	.....	June 10...
Missouri	MAYSVILLE	Aug. 13-20.....	.....	July 20...
"	MEXICO	Sept. 4-10.....	.....	Aug. 1....
N. Mex.	MOUNTAINAIR	July 24-Aug. 2..	July 26.....	July 1....
N. Y.	Chautauqua	June 27 Aug 25	Aug. 14.	July 15
"	FINDLEY LAKE	Aug. 3-25.....	Aug. 23.....	July 25...
"	ROUND LAKE.....	July 13-30.....	.....	June 20...
"	SYRACUSE	Aug. 9-26.....	Aug. 22.....	July 20...
N. Dak.	DEVIL'S LAKE	June 29-July 14.	July 10.....	June 10...
Ohio	BETHESDA	Aug. 3-17.....	.....	July 1....
"	CUYAHOGA FALLS	Aug. 4-18.....	Aug. 16.....	July 20...
"	MARION	July 20-28.....	July 26.....	June 25...
"	URBANA	June 29-July 7..	July 6.....	June 10...
Oregon	KLAMATH FALLS.....	June 3-10.....	.....	May 15...
Penna.	LANDDALE.....	June 22-27.....	.....	June 1....
"	MT. GRETNÄ	July 3-Aug. 3..	July 25.....	June 15...
"	ROYERSFORD.....	June 16-21.....	.....	June 1....
S. Dak.	BIG STONE CITY	June 29-July 7..	July 5.....	June 10...
Tenn.	MONTEAGLE	July.....	.....	June 20...
Utah	OGDEN	July 12-28.....	.....	June 25...
Wash.	WHIDBY ISLAND.....	June 30-July 9..	.....	June 10...